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ABSTRACT

This document begins with a report of a study of the learning styles of American Indian students at the Santa Fe Indian School (New Mexico). Santa Fe Indian School is a secondary school of 550 students, primarily from the Pueblo communities of New Mexico. A learning style assessment instrument was administered to 459 students, Grades 7-12, in 4 tribal language groups. A preferred instructional style was not found overall or for any of the tribal language groups. Analysis of student profiles suggests that teaching strategies and curriculum should focus on: small-group learning activities; developing a positive rapport between teachers and students; augmenting information-processing skills that address right and left hemispheric approaches to learning; and developing a flexible instructional delivery that incorporates information on individual learning styles. Following the report, 14 social studies and language arts lesson units, developed for Indian middle school students as a result of the study are presented, based on the 4MAT instructional model that acknowledges a diversity of learning styles and incorporates both right and left hemispheric modes of learning. The units cover various topics related to American Indian history and culture, cultural exchange, outdoor education, study skills, and thinking skills. Each unit consists of lesson plans and learning activities related to creating and analyzing an experience; integrating experience with analysis; teaching, practicing, and personalizing the concept; analyzing personal application; and celebrating knowledge gained. (LP)

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INTEGRATING TEACHING STYLES WITH STUDENTS' LEARNING STYLES (SERIES OF 14)

TEACHING WITH STYLE:

Implementing a Learning Styles Approach

at the Santa Fe Indian School

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March, 1991

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**TEACHING WITH STYLE:
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at the Santa Fe Indian School**

Introduction

For the Pueblo scholar, Dr. Rina Swentzell, the traditional goal of learning is to be in harmony with the life force. Learning is through doing, figuring out real-life situations and assuming responsibility and participation in a natural course. She wrote that "The word learning, in one Pueblo dialect, is ha pu weh which is to have breath. Learning, then, is to have breath or to be alive!" (1982).

The Santa Fe Indian School, a secondary school of 550 students primarily from the Pueblo communities of New Mexico, is reconciling traditional Native goals of education with the prescribed course of contemporary American education. A program initiated by the school's Learning Approaches Research Center (LARC) examines the unique role of each learner in the perception, analysis, and transfer of knowledge into actual classroom use and experience. This identification of student learning styles, with implications for teacher training, is basic to the development of more effective teaching strategies at this school.

The following discussion examines the need for teaching Native American students within a learning styles approach, presents the findings and educational implications of the 1988 Santa Fe Indian School Learning Style study, and illustrates how these recommendations have been implemented incorporating two learning style models. The National Association of Secondary School Principals' Learning Style Profile is used for the identification of specific learning factors important to an individual learner's profile and Bernice McCarthy's 4MAT System is used for a wholistic approach to lesson planning which integrates personality type with right and left mode processing techniques.

Learning Styles and Native American Students

The primary purpose for a learning style study specific to Native American students was to identify

factors which could be used by educators to strengthen future academic achievement among these students. Learning is a personal adaptation to experience; language, culture, and thought mediate all learning experiences, formal and informal, through which knowledge is attained (Hakuta, 1986). This creates individual learning styles reflective of a home culture as filtered by personal perception and experience.

Learning styles were defined by Keefe (1988) as cognitive, affective, and physiological traits which indicate how learners perceive, interact with, and respond to the learning environment.

Reports by Dunn, Dunn, and Price (1978); Carbo, Dunn and Dunn (1986), and Keefe (1988) suggested that the identification of individual or group patterns of learning styles could have a significant impact upon academic achievement when the results are incorporated into classroom use. Research into the benefits of teaching in accordance with diagnosed learning styles consistently demonstrated an increase in academic achievement and positive attitude toward learning, and a decrease in discipline problems (Jenkins, 1988; Keefe, 1988; Dunn, Dunn and Price, 1987; and Carbo, Dunn, and Dunn, 1986).

The results of learning styles assessments are indicators of how a student currently translates the information presented within an educational experience. An understanding of the basic learning preferences of Native American students would provide "...a deeper and more profound view of the learner than previously perceived, and is part of a basic framework upon which a sounder theory and practice of learning and instruction may be built" (NASSP, 1982).

The educational achievements of tribal youth in the state of New Mexico mirror the desperate national underachievement of Native American students and reflect what the New Mexico Indian Advisory Council called a "continuing inferiority in the education received by Indian children" (State Department of Education Indian Education Unit, 1987:2). A 1987 report prepared for the Legislative Education Study Committee of the New Mexico State Board of Education presented the following facts while calling for the development of specialized educational services to meet the needs of Native American students in New Mexico.

1. Indian students have the lowest standardized achievement rates among all ethnic groups in this state as evidenced by CTBS, PACE, NMHSPE, ASVAB, ACT, and SAT standardized examination analysis;
2. As a group, they have the highest dropout rate and absentee rate of any ethnic group in this state; and
3. As an ethnic group, Indians have the lowest success rate in college or post-high school educational endeavors.

Educational studies have repeatedly found that cultural incompatibility between the Native American learner and the instructional method contributes to a lack of student success in education (Klesner, 1982; Butterfield, 1981, and Boloz, 1984). A failure to recognize and respond to the needs of Native American children by teachers and administrators has often led to lowered expectations and accompanying low academic achievement (American Indian Handbook Committee, 1982).

The directives of the Santa Fe Indian School Board agree with Gilliland's statement that conventional approaches to schooling ignore or contradict the native heritage students bring to school (1988:2) and state unequivocally that the Euro-American curriculum does not allow Native American students to fully reach their potential as tribal members and individuals. In the school's view, an integrative approach to the development of curriculum and teaching strategies demands the development of a new educational model for teaching Native American students, one that is cognizant of and sensitive to personal and cultural requirements.

Reyhner (1988:vii) stated that "Good teachers have always recognized the individual background and character of each student and have taken advantage of those unique characteristics when planning lessons". An examination of learning style differences among Native American students suggests that recognition of these differences could provide one avenue for better identification of and planning for the special needs of the Native American population.

The Santa Fe Indian School Learning Style Study

Although an educational commitment to providing appropriate strategies for Native American students exists, research has not established specific profiles of the Native American learner at the secondary level. The development of curriculum materials and teaching strategies for new and in-service teachers of Native American students could be more effectively targeted if a profile of the ranges of learning styles was identified for these students.

A 1988 LARC study used The National Association of Secondary School Principals (NASSP) Learning Style Profile (Keefe and Monk, 1986) to establish a learning style profile for 459 Pueblo, Navajo, Apache, Hopi, and small number of Plains students, distinguishing among the sample population according to tribal language background. This finer discrimination was intended to isolate specific differences between tribes, recognizing that differing languages reflects cultural variations among the language users. Appendix A provides the NASSP

profile and the 23 learning style factors examined in the study (Keefe and Monk, 1986b).

The following four research questions provided the framework for the study:

1. Is there a distinct pattern to the learning styles of the students at the Santa Fe Indian School, as measured by the National Association of Secondary School Principals (NASSP) Learning Style Profile, when compared to the national norms for this test?
2. Is there a specific correlational pattern among the 23 variables listed on the NASSP Learning Style Profile for the sample population and for each of the tribal language groups?
3. Are there any significant differences among the learning style profiles of the four language groups?
4. Is there a significant difference between the learning style profiles of students in grade 7 and grade 12?

The design for this study combined a correlational approach with an examination for significant differences. Using the Pearson Time Moment Correlation Coefficient, the study investigated the relationship between tribal language background and 23 dependent factors contributing to learning style, as measured by a single comprehensive instrument, The National Association of Secondary School Principals (NASSP) Learning Style Profile (Keefe and Monk, 1986a).

Additional analyses examined the differences between the means of the standard scores for each of the 23 variables and the following four language groups: Tanoan, Keresan, Zuni, and Others (ANOVA); between the mean standard scores of students in grade 7 and in grade 12 (t-test); and graphed the observed differences of the means of the raw scores for each of the 23 variables between the sample population and the national norms.

The study data were collected in September, 1988, in a school-wide assessment through the Language Arts Department of the Santa Fe Indian School and were then scored commercially. The scores were grouped by class—marked by year of anticipated graduation, encompassing all grades 7 through 12. A composite file was created which established groups separated by tribal language background in the following numbers: Tanoan - 137, Keresan- 212, Zuni - 24, and Other - 86. The total number of students equalled 459. See Appendix B for a listing of community groups for each language group.

The complete study analysis and a comprehensive discussion of the findings are available (Lippitt, 1990), however, the following summary of the conclusions and educational implications establishes the framework for the learning style approach implemented at the Santa Fe Indian School.

1. Distinct Pattern of Learning Style

A. Composite Profile

Figure 1 illustrates the results of a comparison of sample raw score means with the NASSP national norm raw score means for each of the 23 subscales. The composite profile of mean raw scores for the sample group was not observably different from that of the general population for 22 of 23 subscales. The single exception was in the subscale of Group Preference under the area of Response to Study. The Native American students had a stronger preference for small groups over both whole class work and teams of two students. This was the single factor suggesting a high preference among the Native American students. The remaining 22 factors fell within the average range, as did the national sample.

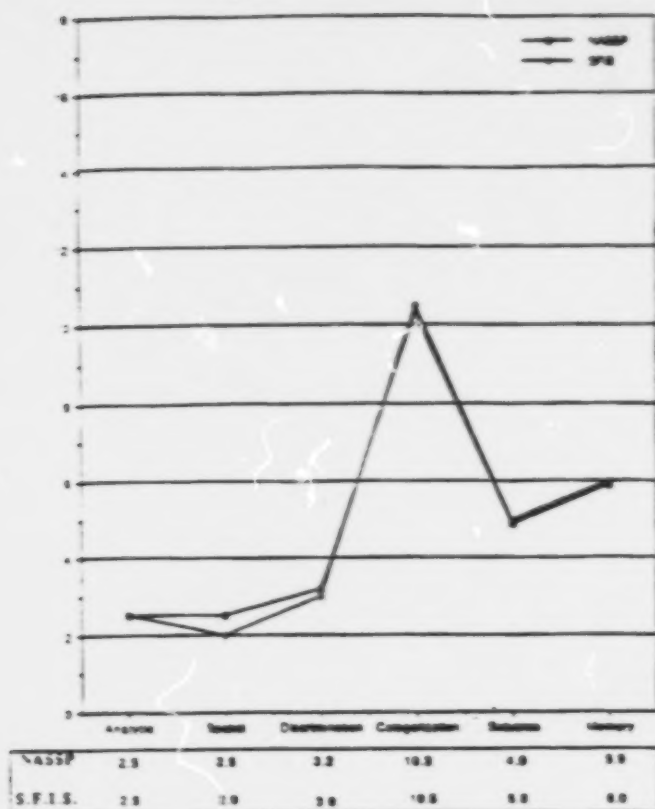
The NASSP Learning Style Profile Technical Manual (Keefe and Monk, 1988:72) stated that the Grouping Preference subscale investigated the construct of social motivation in the classroom, focusing on collaborative learning approaches. The high preference for small group work may reflect the cultural preferences of Native American groups to work cooperatively and suggests that such techniques would be well accepted by these students.

These results do not indicate that Native American students respond in the classroom setting in the same manner as the national population, but rather that they have a similar range of preferences and skills. As secondary students who have remained in school, these Native American students have adapted strategies for the classroom, as have students from the majority culture. As one would not classify all students from the normative sample as learning according to the mean profile, the same recognition of individual differences must be given to the sample.

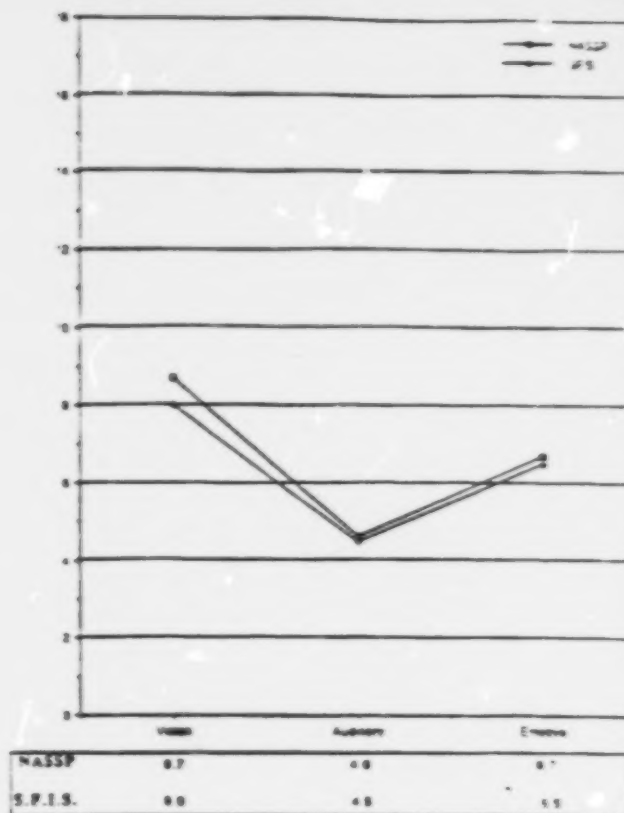
An understanding of the individual ways in which students approach learning must include personal factors, such as home language and culture, which shape how a student learns. However, generalized observations about a specific minority group, while providing an initial key to appreciating student character, may not hold true for every student in that minority group. Care must be taken to recognize the uniqueness of each student and to provide for great breadth in teaching approaches. Instructional delivery should include a variety of cognitive tasks, embracing both hemispheric approaches to learning and offering students options for demonstrating their knowledge. Limitations cannot be placed on instructional approaches to match a perceived minority type.

Figure 1.

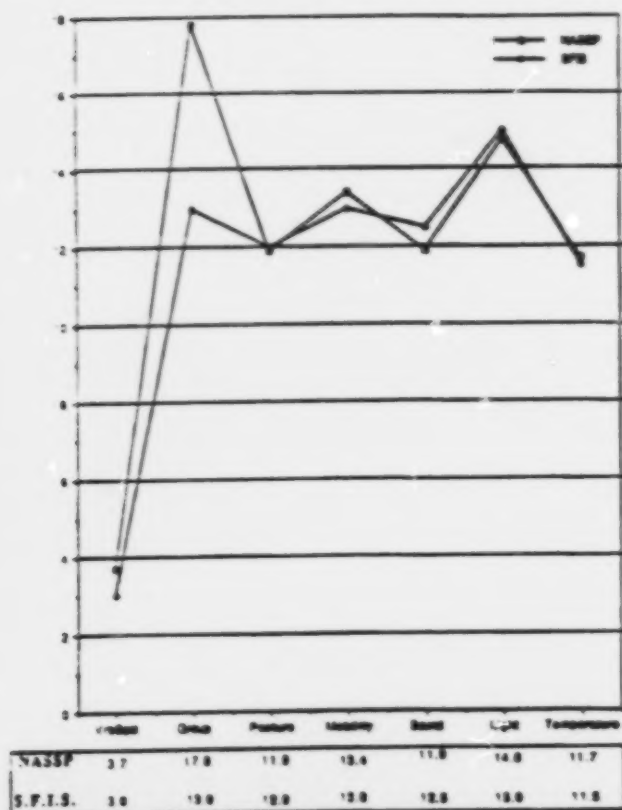
Information Processing Skills



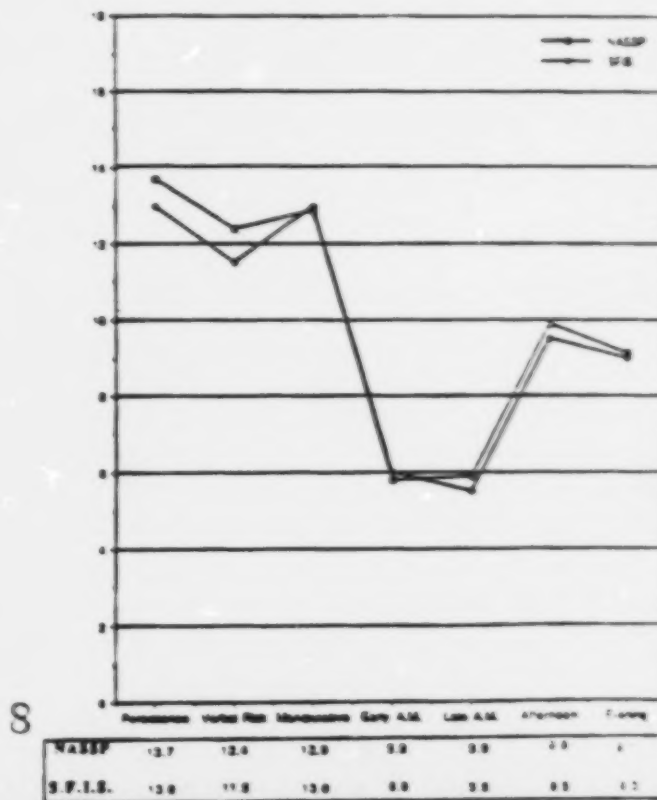
Perceptual Responses



Response to Instructional Environment



Preferred Responses To Study



B. Greater than two-thirds of the students in this sample had a high preference for small group work.

Teachers of these students should incorporate structured small group activities and a cooperative learning approach to focus small groups of students on a particular task. Options for students who prefer teacher-directed or self-directed learning should remain available. Training in specific techniques for incorporating this flexibility must be provided for teachers whose pedagogical background may be based on large group lectures followed by individual task completion. Techniques for the introduction, practice, review and evaluation of content information must include flexibility for students, but still be of a manageable nature for teachers who are dealing with large numbers of students on a daily basis.

The use of computer assisted instruction should be studied as it offers the teacher great flexibility in grouping, formality of posture, individualizing curricula, and increasing student control of the learning environment. Additional modalities are incorporated through the manipulation of the keyboard and mouse, color graphics and sound.

C. Greater than one-third of the students were identified as having high ability in cognitive skills associated with field independent or "left-brain" linear thinking models. This fact further verifies that the variability of skills among a minority population does not necessarily follow generalized observations.

Students who may have been brought up to apply cognitive skills in traditional community learning situations can still use additional applications demanded in an academic setting. Specific educational applications of skills such as analysis, discrimination, categorization and sequencing can be taught through content material in the classroom to enhance existing abilities and to augment the cognitive development of students who had never been exposed to these types of operations of information processing.

D. Twenty-seven percent of the sample indicated a low preference for verbal risk as compared to 10% with a high preference for verbal risk. These findings agree with other research observations of English oral language use among Native American students.

An examination of why this holds true should look at, first, the mastery level of English among these students, and second, the social constructs for language use in the school and the home community. The fact that the mean scores of this subscale did not differ greatly from the general population suggests that this lack of

confidence in oral language use may extend beyond Native Americans. Instruction can focus on small group work to encourage verbal participation, on the development of language mastery when needed, and on alternate strategies for review and evaluation which allow students to demonstrate their knowledge without individual oral participation.

2. Specific Correlations

A. Persistence, verbal risk, and preference for manipulative learning are all factors which contribute to a student's personal response in a given learning situation. These personal response factors correlate significantly with the instructional environment, but not with information processing skills. They are linked more with the motivation to complete a task than with the actual ability to do so.

Instructional delivery should consider how a student approaches a task and under what physical conditions learning takes place. The physical environment and psychological setting for learning both contribute to whether information is retained for integration with previous knowledge, or merely attended to and discarded. Teachers can create an atmosphere of security and warmth by providing positive feedback, personalized attention, and respect for each student. Creating an environment which is conducive to individual requirements such as lighting, sound, seating, and kinds of classroom activities will facilitate positive motivation.

B. A significant negative relationship between high emotive preference and both visual and auditory preferences appeared for the composite group and each of the individual groups. This suggests the importance of providing personal attention and private feedback from the teacher and the creation of a warm and non-threatening classroom environment. Such factors increase highly emotive students' attentiveness to instructional presentations and will help make the transfer to information demonstrated in less favored modalities.

3. Significant Differences among Language Groups

A one-way analysis of variance was made to determine whether there were significant differences among the four language groups for each of the 23 subscales. No significant differences among the groups were found for any of the subscales. Three of the four tribal language groups were based on New Mexico Pueblo languages. Further study should be conducted to determine whether this finding would be repeated among tribes more

geographically and culturally separate.

4. Significant Differences between Grade 7 and Grade 12

There were no significant differences among the subgroups separated by language background. Four significant differences between grades 7 and 12 were found, but none of these shifted the preferences beyond the average or neutral range. Younger students had a significantly higher preference for emotive response. The older students had a stronger preference for afternoon study time, more sound, and more light. Incorporation of any of these preferences into the learning environment should be made on an individual basis and not on a generalized basis of age.

Study Conclusions

A single pattern of learning which would indicate a preferred instructional style was not found for either the composite group or for any of the tribal language groups. Instruction is to be based upon an awareness of individual student background, including cultural and linguistic contributions to personal learning style.

Analysis of the student profiles suggested that teaching strategies and curriculum should focus upon 1) small group learning activities; 2) positive rapport between teacher and student; 3) augmentation of information processing skills which embrace both hemispheric approaches to learning; and, 4) a flexible instructional delivery which incorporates information on how individuals learn.

Learning style assessment instruments provide clues to individual approaches to classroom learning at a specified time in a students' academic development. Attempts to classify students by age, home background, or other group factors may not lead to valid educational decisions. The information is best used to reinforce the need for flexibility in educational practices and to generate a more informed relationship between teacher, student and parent.

Implementation of Study Recommendations

The project goal of the current LARC program is to improve student academic achievement through an approach emphasizing individual learning styles. Staff resources focus upon information awareness, strategy development and the assessment of the effectiveness of this approach when used with academic staff, student

living staff, students, and parents. LARC team members work directly with students in the classroom, with teachers to establish an awareness of the learning styles of their students through the use of individual student profiles and the development of lesson plans based upon the 4MAT instructional model (McCarthy, 1987), and with parents and Evening Program staff to further an awareness of individual differences and strategies applicable to home or dorm living.

Classroom Learning

A one semester class entitled "Study Skills and Learning Styles" is offered by LARC staff to all seventh and ninth graders to empower every student with the skills to become a successful independent learner. The course covers study skill strategies and techniques, allowing recognition and practice of skills and approaches necessary for academic success. Additionally, the course uses individual learning profiles to assist each student in recognizing their own learning strengths and in exploring specific strategies to more effectively use these personal strengths. The teaching approach emphasizes an Indian perspective and awareness of the individual students in a multi-tribal setting.

The course goals are for students to become aware of their contribution to the learning process; to have an understanding of how to organize school materials, assignments and personal time; to create and maintain a personalized home or dormitory study area; and to use effective learning strategies independently.

Teacher Training

Implementation of the four recommendations from the 1988 study—small group instruction, flexible instructional delivery, interpersonal rapport, and information processing skills—will necessarily change teaching strategies used in the classroom. The new emphasis on recognizing individual differences demands a restructuring of the roles of teachers. The model of instruction developed by Bernice McCarthy (1987) defines the roles expected of a teacher employing her learning model. The McCarthy 4MAT model is based upon learning personality type, examining the roles of perception and information processing as determined by the Kolb Learning Style Inventory. Four basic learning styles emerge. In an overview of the 4MAT process, McCarthy (1990) defined the four styles: Type One--Imaginative Learners, Type Two--Analytic Learners, Type Three--Common Sense Learners, and Type Four--Dynamic Learners.

Santa Fe Indian School

4MAT Activity Plans*

Unit Pieces of Our Past

Concept To view history as collective experience



Indian Perspective



Visual Mode



Auditory Mode



Kinesthetic/Tactile Experiences

4-R Celebrate Knowledge Gained

Discuss role of data base in preserving history and roles students may have. Play the video tape of the students sharing their first impressions of SFIS. Present tape to librarian for inclusion in the SFIS Archives.

4-L Analyze Personal Application

Analyze storyboard of Pieces of Our Past. Discuss organization and kinds of creativity needed for the flexibility allowing individual "tours."

3-R Personalize the Concept

Brainstorm list of ways individuals document, collect, and protect history. Explore through individual "tours" the SFIS archival data base, Pieces of Our Past.

Discuss how students are part of school history. Videotape students reading their journal entries.

3-L Practice the Concept

1-R Create an Experience

View the documentary, The First One Hundred Years, comparing elders' experiences with contemporary students.

1-L Analyze the Experience

Discuss the emotions expressed by the elders and explore how they are similar or dissimilar to students' experiences today.

2-R Integrate Experience and Analysis

Use a visualization exercise to place students back at their first day at SFIS. Complete First Day Impressions Form. Share in small groups through student interviews.

Read aloud quotes on schooling for Indians. Discuss student reactions. Create personal journal entry which presents student feelings about entering SFIS.

2-L Teach the Concept

13

14

*4MAT is a registered trademark of Excel Inc., 200 W. Station St., Barrington, IL.
The wheel is based on McCarthy, The 4MAT System, Teaching to Learning Styles with Right/Left Mode Techniques, 1980, 1987.

The roles of the teacher should reflect the needs of students within each learning quadrant. Type One students need the teacher to be a motivator, to make connections. For Type Two, the teacher is an information provider who leads students through direct instruction. For Type Three, the role changes as the teacher facilitates instruction and becomes a practice coach. Finally, at the end of the sytem's lesson cycle, the teacher evaluates the personal applications, critiquing and celebrating the creative demonstrations of how students have applied what they have learned (McCarthy, 1990).

Figure 2 illustrates an application of the 4MAT model, structured within a 4MAT activity wheel, for a 7th grade social studies class. This is the introductory unit to a seven week lesson which taught research skills and historical perspective within a culturally relevant framework, using the school archives to create historical storyboards to celebrate the first one hundred years of the Santa Fe Indian School.

The model for lesson planning is based upon an eight part wheel which proceeds from Quadrant One through to Quadrant Four, in turn emphasizing the needs of each group of students and expanding the others through exposure to and practice of a variety of learning activities. Each of the quadrants is further divided into two processing components, focusing on right and left mode processing activities. Lesson plans are based upon the McCarthy 4MAT model to acknowledge and honor the diversity of learning among students, encouraging a balanced teaching style which challenges all students and incorporates both right and left modes of learning. For Native American students, this approach recognizes the traditional learning strengths many students bring to the classroom, considered primarily right mode, global and subjective, and teaches the left mode, traditionally Western approaches needing further augmentation of these more objective and analytic skills. Additional support for both theory and practice in the field of hemisphericity is provided by de Bono (1990), Springer and Deutsch (1989), and Williams (1983).

Information processing skills, those critical thinking skills which allow students to take information from one setting and make personal connections among new and existing cognitive structures, are also emphasized in the 4MAT model. Figure 3 presents the eight steps of the 4MAT model with a list of the kinds of cognitive skills practiced in each quadrant. Additional training for work with thinking skills has been developed from the materials of Letteri (1989), Resnick and Klopfer (1989) and Tobias and Guild (1966).

All teachers at the Santa Fe Indian School have had multiple training sessions since 1988 in the theory of learning styles using both the NASSP Learning Style Profile and the McCarthy model. They have taken both

4MAT® QUADRANT TYPES

AND MATCHING COGNITIVE SKILLS

To create, integrate, and evaluate,

students will:

explain, summarize, synthesize,
formulate, organize, generate,
compose, invent, launch, represent,
and refocus.

CELEBRATE KNOWLEDGE GAINED

4

ANALYZE PERSONAL APPLICATION

PERSONALIZE THE CONCEPT

3

PRACTICE THE CONCEPT

To explore and problem solve,

students will:

tinker, experiment, probe, observe,
inquire, diagnose, record, assess, estimate,
predict, and make things work.

1 6

To engage senses, focus on subjective, and generate ideas,

students will:

observe, question, visualize, reflect,
imagine, infer, listen, interact,
speak of one's experience, and
speak from one's heart.

1

CREATE AN EXPERIENCE

ANALYZE THE EXPERIENCE

2

INTEGRATE EXPERIENCE AND ANALYSIS

TEACH THE CONCEPT

To pattern ideas and analyze relationships,

students will:

identify parts, order, prioritize,
examine assumptions and biases,
classify, interpret, check facts,
contrast, and compare.

assessments and utilize the information according to their own preferences. Teachers consult the individual student profiles to gain information and to better understand and reach their students. Of the fifty teachers who participated in the training, approximately ten teachers across the content areas regularly use the 4MAT model for lesson planning. Individual and group support is provided for these teachers, as well as up-dates on the models.

Parent and Evening Program

Information awareness sessions on learning styles are provided to the students' parents. Evening Program staff, who function as parents in both dormitories and evening study programs also receive this training. Strategies for best using this information to support the academic program within the home and dormitories are being developed. The initial focus has been on recognizing individual differences and improving the personal study areas available for each student.

Implementation Summary

The three implementation components, direct classroom instruction in study skills and learning style, teacher training for variety in instructional delivery, and the inclusion of parents and Evening Program staff to support academic achievement, were developed from the four 1988 study recommendations. Evaluation instruments to examine the effectiveness of the learning style approach in teaching students to use personal style and information processing strategies and the strength of transference to classroom application across content areas are being field-tested. These include attitude surveys of both teachers and students, observations, interviews, nationally normed tests, comparison of grade point averages, and selected case studies. By the end of the 1993 academic year, a complete evaluation will have been concluded. The anecdotal evaluations at the present suggest greater freedom for teachers in how they structure and deliver their lessons, noticeably greater achievement among students, and an improved classroom atmosphere with more student contributions and fewer discipline problems. An 8th grade language arts teacher found that the planning structure of the activity wheels "brought home relationships better than anything I had ever tried." A high school reading teacher felt that more complex concepts could be taught because of the personal connections developed through the 4MAT

model. She found that addressing the four learning quadrants and striving to balance right and left processing activities provided a wholistic flow to the lesson which was especially useful in her classes.

Conclusion

Teaching within the framework of student learning styles requires an understanding of the range of student instructional preferences and the application of approaches and materials responsive to those needs. Content instruction is integrated into an understanding of student perceptual ability, cultural and linguistic background, and recognition of the expanded role of the learner in the educational experience.

The ultimate goal of the Santa Fe Indian School's learning styles approach is for the individual learner to establish a balanced interaction with the academic environment and home community expectations, to create the connections allowing the student to best learn and contribute, to be alive, in both cultures.

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APPENDIX A

LEARNING STYLE PROFILE

THIS PROFILE IS FOR:

BIRTHDATE:
DATE:

SEX:
SCHOOL:

GRADE:
CLASS:

RACE:

SKILLS—GENERAL APPROACH TO PROCESSING INFORMATION

	SCORE	WEAK	AVERAGE	STRONG
ANALYTIC				
SPATIAL				
DISCRIMINATION				
CATEGORIZATION				
SEQUENTIAL				
MEMORY				

PERCEPTUAL RESPONSES—INITIAL RESPONSE TO VERBAL INFORMATION

	SCORE	WEAK	AVERAGE	STRONG
VISUAL				
AUDITORY				
EMOTIVE				

ORIENTATIONS AND PREFERENCES—PREFERRED RESPONSE TO STUDY OR INSTRUCTIONAL ENVIRONMENT

	SCORE	LOW	AVERAGE	HIGH
PERSISTENCE				
VERBAL RISK				
MANIPULATIVE				
STUDY TIME:				
EARLY MORNING				
LATE MORNING				
AFTERNOON				
EVENING				

	SCORE	HIGH	NEUTRAL	HIGH	
VERBAL-SPATIAL					VERBAL
GROUPING					LARGE
POSTURE					FORMAL
MOBILITY					MOVEMENT
SOUND					SOUND
LIGHTING					BRIGHT
TEMPERATURE					WARM

CONSISTENCY SCORE:

NORMATIVE SAMPLE:

APPENDIX B

Tribal Language Groups

1988 Santa Fe Indian School Learning Style Study

1. Tanoan Languages (n=137)
 - Tiwa: Sandia Pueblo
 - Isleta Pueblo
 - Taos Pueblo
 - Picuris Pueblo
 - Towa: Jemez
 - Tewa: Santa Clara Pueblo
 - San Ildefonso Pueblo
 - San Juan Pueblo
 - Tesuque Pueblo
 - Nambe Pueblo
 - Pojoaque Pueblo
2. Keresan Language (n=212)
 - Dialects of:
 - Santo Domingo Pueblo
 - Cochiti Pueblo
 - Santa Ana Pueblo
 - San Felipe Pueblo
 - Zia Pueblo
 - Acoma Pueblo
 - Laguna Pueblo
3. Zuni Language (n=24)
 - Zuni Pueblo
4. Other Languages (n=86)
 - Navajo
 - Apache
 - Hopi
 - Plains tribes
 - Unknown

Santa Fe Indian School

Pieces of Our Past



SFIS students at the Practice
Cottage in the 1930s.
Geronima Cruz (Montoya)
and Reycita Cruz (Jiron)
became teachers at SFIS.
The Practice Cottage is now the
Superintendent's house.

Unit Lesson Plans

1990

SANTA FE INDIAN SCHOOL

PIECES OF OUR PAST

Preface:

Pieces of Our Past is an interactive data base which illustrates the history of the first one hundred years of the Santa Fe Indian School. Students choose individual paths through a series of pictures and voices from the past. The images and texts provide meaningful reading materials presented in a participatory format. Most importantly, students can make their own inquiries into the past and add data which they have personally researched to expand the information base behind each of the screens. They can update the program with contemporary photos or explorations of historical issues not presented in the original scenes. Pieces of Our Past is an electronic textbook with pages still to be written by its readers.

The technology incorporates images, sounds, and text to teach historical content within a specialized context. The history is that of the Pueblo people as they interacted with newcomers and tribal members from other areas. The personal and historical information discussed in the accomplishments and memories of family and community members strengthens the self-confidence of current students. Academic instruction is based upon the vitality of students' cultural heritage and encourages positive self-esteem.

Pieces of Our Past is a model for additional projects written by students to answer their own research questions. A single picture becomes the outline for the individual's research design. This approach is a transitional bridge from a personalized wholistic understanding to the exacting demands of written communication. A visual cluster provides the stimulus to brainstorm ideas, classify old information, and begin the search for new information to create a final product which demonstrates the integration of skills, content, and personal perseverance.

The use of interactive technology permits individual students to control the pace and direction of their learning while meeting goals of the social studies program. The material stimulates students to think about, discuss, and assimilate historical information relevant to their own lives and to their Indian culture. Critical thinking skills are used as students synthesize knowledge across such diverse areas as architecture, art, psychology, and historical perspective. The excitement generated from this personalized response becomes the foundation for teaching academic skills which can be transferred to less familiar content areas.

PIECES OF OUR PAST

UNIT LESSON PLANS

Goals:

Students will use an interactive data base which focuses on a culturally relevant theme to expand their applications of critical thinking skills and to develop personalized research skills through an interdisciplinary approach uniting English, Social Studies, and computer technology.

Objectives

- To humanize history by having students directly contact elders or contemporary history makers
- To understand student's role in shaping history through their daily experiences, interpretations of the past, and presentation of facts to others
- To develop student use of the following personal research skills: use of primary resources, interview techniques, library research skills, archival research skills, and presentation of data
- To apply higher order thinking skills through analysis, synthesis, and evaluation of culturally relevant historical materials
- To use cognitive mapping as a transitional tool from a global personal perspective to a sequentially ordered communication of newly learned information
- To contribute to positive student self-esteem through the examination of history through an Indian perspective
- To develop oral language skills through an experiential activity which builds vocabulary and situational stimuli
- To expand students' literacy to include not only various writing types, but sound and graphic materials
- To create improved team skills by group decision-making, forming joint goals, dividing labor, and assembling a single presentation from fragmented input

Developed by staff members at the Santa Fe Indian School from the following programs
Ventures in Technology, Learning Approaches Research Center, and 7th Grade Core

The Unit Plan is based on the 4MAT model as developed by Bernice McCarthy in The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques, 1980, 1987. 4MAT is a registered trademark of the publisher, EXCEL, Inc., 200 West Station Street, Barrington, IL 60010.

Santa Fe Indian School

4MAT Activity Plans*

Unit Pieces of Our Past--Wheel One

Concept To view history as collective experience



Indian Perspective



Visual Mode



Auditory Mode



Kinesthetic/Tactile Experiences

4-L Analyze Personal Application

Analyze storyboard of Pieces of Our Past. Discuss organization and kinds of creativity needed for the flexibility allowing individual "tours."

4-R Celebrate Knowledge Gained

Discuss role of data base in preserving history and roles students may have. Play the video tape of the students sharing their first impressions of SFIS. Present tape to librarian for inclusion in the SFIS Archives.

1-R Create an Experience

View the documentary, The First One Hundred Years, comparing elders' experiences with contemporary students.

1-L Analyze the Experience

Discuss the emotions expressed by the elders and explore how they are similar or dissimilar to students' experiences today.

2-R Integrate Experience and Analysis

Use a visualization exercise to place students back at their first day at SFIS. Complete First Day Impressions Form. Share in small groups through student interviews.

Read aloud quotes on schooling for Indians. Discuss student reactions. Create personal journal entry which presents student feelings about entering SFIS.

2-L Teach the Concept

3-L Practice the Concept

Discuss how students are part of school history. Videotape students reading their journal entries.

3-R Personalize the Concept

Brainstorm list of ways individuals document, collect, and protect history. Explore through individual "tours" the SFIS archival data base, Pieces of Our Past.

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The wheel is based on M. Carthy, The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques. 1985, 1987.

Wheel One

Goal: To view history as the collective experiences of human beings and to have students perceive themselves as both creators of history and its historians

Quadrant 1-Right Mode

Create an Experience

Objective: To introduce role of individuals in creating history

Materials: Videotape: First One Hundred Years
Television and video cassette recorder

Activities:

1. Introduce the documentary film, the First One Hundred Years, which was produced in part from student interviews of past graduates. Ask students to think about how SFIS might have been different for the students of past decades and centuries: What did they learn? What did they do here? How did they get here? What did they wear and eat? Tell the students that after the video, they will discuss how they felt when they first arrived at SFIS, what comparisons impressed them the most in the experiences of earlier students, and what else they would like to know about earlier times.
2. Show film to portray elders' personal experiences at SFIS.

Time: 1 hour

Evaluation: Student observation

Quadrant 1-Left Mode

Analyze the Experience

Objective: To analyze impact of film on students

Materials: Handout #1: Student Impact Form

Activities:

1. Discuss the emotions expressed by the elders in the film and explore how they are similar or dissimilar to students' experiences today. Include specific aspects of life at SFIS--such as food preparation and dining facilities or the sports program; descriptions of elders' stories which were particularly moving; impressions of SFIS from personal experience; and questions about the history of SFIS that students would like answered.
2. Have students complete the Student Impact Form and share their personal observations.

Time: 30 minutes

Evaluation: Student discussion and written observations

Quadrant 2-Right Mode

Integrate Experience with Analysis

- Objective:** To create personal recollections of student experiences at SFIS which contribute to the history of the school
- Materials:** Handout #2: First Day Impressions Form
Handout #3: Interview Form #1
- Activities:**
1. Take students through a visualization exercise putting them back at their first day at SFIS. Have students re-experience the visual images, sounds, tastes, smells, and feelings of that first day. Direct students to hold these impressions as the exercise ends.
 2. Capture the visualization memories by completing the First Day Impression Form. Share in small groups. As a class, brainstorm questions which further explore their remembrances. Each student should copy the questions onto their Interview Form #1 and add new questions developed individually.
 3. Have students form pairs to interview each other using the questions on their forms. Each interviewee checks the accuracy of interviewer's notes and adds comments in the response section of the form. Students should add new information to their First Day Impression Forms.
- Time:** 45 minutes
- Evaluation:** Student participation and written observations

Quadrant 2-Left Mode

Teach the Concept

- Objective:** To make students aware of their individual contribution to history
To examine history through an Indian perspective
- Materials:** Handout #4: Autobiographies
- Activities:**
1. Read individually or aloud the snort quotes on schooling for Indians. Discuss student reactions. Examine how the paragraphs were written--non-fiction narratives in both first and third person--and explore what makes the writings effective in presenting their messages.
 2. Have students create a personal journal entry which presents their feelings about entering SFIS. Teacher should collect and review entries.
- Time:** 45 minutes
- Evaluation:** Journal entry

Quadrant 3-Left Mode

Practice the Concept

- Objective:** To include students' personal stories as a part of SFIS history
- Materials:** Video camera and tape
- Activities:**
1. Discuss the following: Are you part of the 100 year history of SFIS? Are your stories part of the school's history? How can you make sure that the important information you carry survives?
 2. Return student journal entries and allow a brief revision and practice period. Then, have students read or tell their stories to the class. Videotape the stories.
- Time:** 45 minutes
- Evaluation:** Story presentation

Quadrant 3-Right Mode

Personalize the Concept

- Objective:** To explore a multi-media data base as a repository of history
- Materials:** MacIntosh II computer; 4 MB RAM; 40 MB HD; Videocard--16 tone grey scale
Macromind Director 2.0
Pieces of Our Past on hard drive
Handout #5: Pieces of Our Past Interactive Multimedia Exploration, Directions
- Activities:**
1. Brainstorm a list of ways for individuals to document, collect, and protect history. Students might include writings, movies, tapes, pictures, oral tradition, journals, art objects and artifact collections. Introduce the role of a computer multi media data base in recording information.
 2. Have students explore in groups of two or three the SFIS archival data base, Pieces of Our Past. Group members will complete the Pieces of Our Past Directions sheet as they progress through the program. Each tour of the program will be individualized by the students choosing topics of personal interest and creating a historical path unique to them.
- Time:** 35 minutes
- Evaluation:** Pieces of Our Past Interactive Multimedia Exploration, Directions

Quadrant 4-Left Mode

Analyze Personal Application

- Objective:** To analyze the contribution students can make with the multi-media data base
- Materials:** Model storyboard
- Activities:** 1. Discuss the organization of the program, as illustrated in the model story board. Share how the photographs serve as a springboard for planning via an imagistic, individual path instead of a verbal, linear path. Analyze the kind of creativity involved in this approach and why a computerized multi-media data base is appropriate technology for this organizational strategy.
- Time:** 10 minutes
- Evaluation:** Student discussion

Quadrant 4-Right Mode

Celebrate Knowledge Gained

- Objective:** To acknowledge and celebrate student role in creating a personal history within an Indian perspective
- Materials:** Television and video cassette recorder
Video tape of student stories
- Activities:** 1. Discuss in a large group the following questions: What is good about this particular way to save history? Is this program finished? What needs to be done? What can you do to help collect and protect SFIS history?
2. Play the video tape of the students sharing their first impressions of SFIS. Students may invite guests to participate in viewing (parents, dorm staff, administrators, etc.). Present the tape to the school librarian for inclusion in the SFIS Archives.
- Time:** 45 minutes
- Evaluation:** Interactions among students and staff

Afterthoughts:

Days to complete activity wheel:

Especially successful activities:

Changes to consider:

Santa Fe Indian School

4MAT Activity Plans*

Unit Pieces of Our Past--Wheel Two

Concept To teach historical perspective



Indian Perspective



Visual Mode



Auditory Mode



Kinesthetic/Tactile Experiences

4-L Analyze Personal Application

Discuss role of individuals in creating history. Share examples from interviews.

4-R Celebrate Knowledge Gained

Present information obtained in interviews. Create displays of tapes, photographs, and mementos.

3-R Personalize the Concept

3R(a) Conduct panel interviews and write summary article. Videotape.

3R(b) Complete oral history of family or community member.

3L(a) Prepare for interviews of former SFIS students. Include welcome, introductions, questioning, conclusion, and thank you.

3L(b) Examine effectiveness of student questions by critiquing video. Refine initial questions for research project.

3-L Practice the Concept

1-R Create an Experience

Use photographs of campus life from the 1920's and 1930's to create empathy for students who are now elders. Name family members who attended SFIS and recognize commonalities.

1-L Analyze the Experience

Discuss how each component of every picture represents a story. Choose a picture for personal research project.

2-R Integrate Experience and Analysis

Assign students roles of characters from early SFIS history. Interview them in character and videotape.

Present information on questioning techniques through large group lecture. Illustrate points using the student interview tape.

2-L Teach the Concept

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The wheel is based on McCarthy, *The 4MAT System: Teaching to Learning Style with Right/Left Mode Techniques*. 1980, 1982.

Wheel Two

Goal: To teach historical perspective, with an emphasis on understanding community, family, and personal contributions

Quadrant One-Right Mode

Create an Experience

Objective: To humanize history through use of photographs illustrating student experiences at SFIS in past generations

Materials: Camera and film to document student process
Selected SFIS archival photographs placed in protective plastic covers
Handout #6: Pieces of Our Past Planning Topics from Pictures
Model storyboard

Activities:

1. Introduce the SFIS archives by telling the story about the accidental discovery of the original photographs and the importance of their collection.
2. Share the photograph of girls in the sleeping balcony and create empathy with the students and their living conditions by sharing the story behind the photograph. Use Handout #6: Pieces of Our Past Planning Topics from Pictures to explore the topics behind the photograph.
3. Encourage students to name family members or friends who attended SFIS in years past and to recognize the commonalities with their own experiences today.
4. Discuss need for documentation of the Pieces of Our Past class project through photography and videotape. Provide film and camera for student and staff to cover daily activities for future archival work.

Time: 45 minutes

Evaluation: Student attention and participation

Quadrant 1-Left Mode

Analyze the Experience

Objectives: To respectfully examine historical photographs
To understand how pictures serve as symbols representing life stories
To create a list of contemporary staff to serve as resources for a class archive

Materials: Camera and film to document student process
SFIS archival photographs placed in protective covers
Handout #7: Topic Selection Form

Activities:

1. Establish proper care of old photographs and purpose of protective sleeves.
2. Discuss how each component of every picture represents a story of another time. Provide overview of student contribution to Pieces of Our Past project. Students examine the archival photos and, in groups of one, two, or three students,

Sample Storyboard

Silversmith teacher Ambrose Roanhorse was a leader in the revival of classic-style Navajo jewelry in the 1930s. In the 1920s students were not allowed to dress in Indian clothes at school; in the 1930s they dressed in Indian style for photographs like this.



Where Did Conchas Come From?

The Navajo derived the concha from the Plains Indians. The Ute, Kiowa and Comanche, all traditional enemies of the Navajo, wore round and oval plaques of German silver as hair decorations and as ornaments strung on leather belts around their waists. The Navajos obtained such silver ornaments as loot in their battles with Southern Plains tribes. The art of making conchas diffused to the Plains Indians from the Delaware and the Shawnee, two eastern tribes skilled in the art of silver-smithing, who moved from the East to the Plains area. The forms and designs were passed on to the Plains tribes and from them to the Navajo, who copied them in coin silver. The word concha comes from the Spanish word for shell.

From *The Navajo and Pueblo Silversmiths* by John Adair (1944: University of Oklahoma Press) pages 29-30.

How the Navajo Learned Silversmithing

Atsidi Sani was my father's uncle by marriage; he married my grandmother's sister. He was the first Navajo to learn how to make silver, and my grandmother told me that he had learned how to work with iron before that. He learned how to do this from a Mexican by the name of Nakai Tsosi who lived down near Mt. Taylor. He thought he could earn money making bridles. In those days the Navajo bought all their bridles from the Mexicans, and Atsidi Sani thought that if he learned how to make them, they would buy them from him. So he went down to the region of Mt. Taylor, and there he watched this Mexican smith at work.

The words of Gray Moustache, quoted in *The Navajo and Pueblo Silversmiths* by John Adair (1944: University of Oklahoma Press) page 4.

for Pieces of Our Past

Arts and Crafts: Silversmithing, a storyboard segment

The reason I ran away was because there was a Buffalo Dance at home and I wanted to see it so bad. It was one during the week. And then when I got home, my dad got after me. I watched the dance for awhile, but the same day, he brought me back. I couldn't stay long.

Voice and picture are from the video "A Remembrance: The First Hundred Years--Stories from the Santa Fe Indian School"



You know, I always wanted to get into something that is more enjoyable, which is what I am doing now.

John Fenorio, past student and present Silversmithing teacher at SFIS.

choose the image that will become the foundation of their historical research. Using the group's focus picture, each student will complete Handout #7: Topic Selection Form.

3. Prepare a list of contemporary staff members who attended SFIS and can be invited to class for a group interview.

Time: 45 minutes

Evaluation: Formation of group, selection of photograph, and class discussion

Quadrant 2-Right Mode

Integrate Experience with Analysis

Objectives: To develop questioning strategies relevant to student research
To practice listening skills needed for good communication

Materials: Camera and film to document student process
SFIS archival photographs
Video camera and video tape
Pieces of Our Past Interview Packet, Part A:
Handout #8: Interview Forms
Handout #9: Roleplaying Character List (Teacher use only)

Activities:

1. Have students generate a list of questions stimulated by the components of their picture. These questions will be the beginning point for their research. Add 3 to 5 topic questions to Interview Form.
2. Assign students roles as characters from Handout #9 and use the interview form questions to role play the interview process in preparation for staff interview.
3. Tape roleplaying and play back segments for critique.
4. Refine questions for interview.

Time: 45 minutes

Evaluation: Videotape of student interviews

Quadrant 2-Left Mode

Teach the Concept

- Objective:** To identify and practice varied questioning techniques
- Materials:** Camera and film to document student process
Pieces of Our Past Interview Packet, Part B
Handout #10: Interviewing Tips
Handout #11: Break Interview Planning Form
Handout #12: Data Sheet
Handout #13: Release Form
- Activities:** 1. Present information on questioning techniques through large group lecture. Illustrate points using the student interview tape.
- Time:** 20 minutes
- Evaluation:** Class participation

Quadrant 3-Left Mode (a)

Practice the Concept

- Objective:** To refine and personalize interview questions
- Materials:** Camera and film to document student process
Pieces of Our Past Interview Packet, Parts A and B
- Activities:** 1. Have students prepare each segment of the up-coming interview: welcome, introductions, questioning, conclusion, and thank you. Use Pieces of Our Past Interview Packet worksheets for guidelines. Students should each develop 3 - 5 questions based upon their group's chosen photograph.
- Time:** 25 minutes
- Evaluation:** Class participation and progress in interview preparations

Quadrant 3-Right Mode (a)

Personalize the Concept

- Objective:** To elicit historical information about SFIS from current and former staff members who had attended SFIS
- Materials:** Camera and film to document student process
Tape recorder and blank cassette
Student worksheets
- Activity:** 1. Conduct interview as planned. Tape session for future reference.
2. Write individual or group articles based on segments of the panel interview.
- Time:** 90 minutes
- Evaluation:** Quality of interview and summary article

Quadrant 3-Left Mode (b)

Practice the Concept

- Objective:** To refine student roles in interview process
- Materials:** Camera and film to document student process
Pieces of Our Past Interview Packet
Television and video cassette recorder
Video tape of the staff interview
- Activities:**
1. Have students take their question sheets, written responses, and selected segments of the interview tape to examine the effectiveness of student questioning techniques.
 2. Refine initial questions from group photograph, using results of interview, and complete preparation for personal interview of family or community member.
- Time:** 45 minutes
- Evaluation:** Class participation and progress in interview preparations

Quadrant 3-Right Mode (b)

Personalize the Concept

- Objective:** To understand how individuals create historical perspective
- Materials:** Pieces of Our Past Interview Packet
Optional personal tape recorder and cassette
- Activity:**
1. Complete oral history interview of family or community member. This is to be done individually or in pairs over a 10 day period. This is an out of school project.
- Time:** As needed
- Evaluation:** Completed interview sheets and optional tape of interview

Quadrant 4-Left Mode

Analyze Personal Application

- Objective:** To analyze family interview results
- Materials:** Notes and optional tapes from student interviews
- Activities:**
1. Discuss what students found out about the individual's role in creating history. Share examples from their interviews which illustrate an understanding of historical perspective.
- Time:** 20 minutes
- Evaluation:** Interview worksheets and student discussion

Quadrant 4-Right Mode

Celebrate Knowledge Gained

Objective: To display results of individual interviews

Materials: Students' materials from family interview

Activity: 1. Share results of family interviews through brief oral presentations. Students may display any materials gathered such as audio or video tapes, pictures, or mementos.

Time: 25 minutes

Evaluation: Oral presentations

Afterthoughts:

Days to complete activity wheel:

Especially successful activities:

Changes to consider:

Santa Fe Indian School

4MAT Activity Plans*

Unit Pieces of Our Past--Wheel Three

Concept To use primary and secondary resources



Indian Perspective



Visual Mode



Auditory Mode



Kinesthetic/Tactile Experiences

4-R Celebrate Knowledge Gained

Display all storyboards and invite neighboring classes to visit.

4-L Analyze Personal Application

Create a practice storyboard to organize flow of information. Use pictures from Wheel 2--Quadrant 1 Right.

3-R Personalize the Concept

Review project status and determine what materials remain to be gathered. Locate materials.

Continue library research. Photocopy relevant photographs, quotes, and transcripts. Develop bibliography cards.

3-L Practice the Concept

1-R Create an Experience

Play brief segments from student video and discuss what kinds of information were shared. Categorize stories by subject.

1-L Analyze the Experience

Transcribe segment from video. Compare transcriptions. Discuss importance of each line, and note missing characteristics--such as body language or voice tone. Will these omissions affect the interpretation?

2-R Integrate Experience and Analysis

View segment from The First One Hundred Years. Discuss perspectives and why Indian viewpoint is essential.

Review library search and documentation procedures. Plan use of library time and begin research.

2-L Teach the Concept

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The wheel is based on McCarthy, The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques, 1990, 4887.

Wheel Three

Goal: To teach historical perspective, with an emphasis on exploring primary and secondary historical sources

Quadrant One-Right Mode

Create an Experience

Objective: To refine analysis of staff interviews

Materials: Television and video cassette recorder
Video tape of students interviewing SFIS staff

Activities: 1. Play two or three brief segments from the student video and discuss what kinds of information were shared by staff members. Categorize the stories by subject, such as sports, personal reactions, or vocational experiences.

Time: 20 minutes

Evaluation: Class discussion

Quadrant 1-Left Mode

Analyze the Experience

Objective: To understand the importance of language in historical communication

Materials: Television and video cassette recorder
Video tape of students interviewing SFIS staff

Activities: 1. Have students choose one of the previously viewed segments and transcribe the conversation. Students work individually, then compare their transcriptions with their peers to assure the most accurate transcription possible.

2. Discuss the importance of each line, noting what can and cannot be portrayed by a written description. For example, body language and tone of voice cannot be captured by direct transcription of the words. Will these omissions affect the interpretation of the interview data? Examine the kinds of information received, and categorize the stories by subject.

Time: 25 minutes

Evaluation: Transcripts and discussion

Quadrant 2-Right Mode**Integrate Experience with Analysis**

- Objective:** To reinforce concept of Indian perspective in creating history
- Materials:** Television and video cassette recorder
First One Hundred Years video
- Activities:**
1. View a brief excerpt of video to reinforce the value of each individual in contributing to history.
 2. Discuss perspectives, why Indian viewpoint is essential to include in history. Explore the importance of each of their experiences in preparing for the Second One Hundred Years.
- Time:** 20 minutes
- Evaluation:** Participation in class discussion

Quadrant 2-Left Mode**Teach the Concept**

- Objective:** To refine research questions for personal or group project
- Materials:** SFIS archival photographs, transcripts, and printouts of transcript data base, arranged by topic
Library books on relevant topics
Handout #14: Bibliography Form (2 per student)
- Activity:**
1. Meet in library. Use student worksheets on sources to outline research strategy and use of library and archives. Sources are to include oral history, textbooks, and photos or video. Search and documentation procedures will be covered by the librarian.
 2. Practice individually completing a second Bibliography Form.
 3. Plan best use of library time. One member from each project will be chosen as the archivist. Only this individual is allowed into the archives. Students must sign up to use the archives at specified times. Remaining project members will do the library research.
 4. Begin library research.
- Time:** 25 minutes
- Evaluation:** Participation in research planning process
Sample Bibliography Forms

Quadrant 3-Left Mode

Practice the Concept

- Objectives:** To personalize research process
To practice documentation skills
- Materials:** Selected sources in SFIS Library Media Center and Archives
Student worksheets and individual research plans
Index cards
- Activity:** 1. Implement student library research plans, using materials from the library or archives.

2. Photocopy relevant photographs, quotes, and transcripts to be used in student storyboards. A bibliographical card is developed to document each source.
- Time:** 45 minutes
- Evaluation:** Participation in research process
Bibliography Forms and photocopies

Quadrant 3-Right Mode

Personalize the Concept

- Objectives:** To establish progress in personal or group research
To complete research step
- Materials:** Student collection of research material
- Activities:** 1. Each group completes review project status in conference with teacher or librarian and determine what materials remain to be gathered. Using the focus picture, layout the information in various sequences, choosing the order which the group feels best represents the relationship among the focus picture, supporting photographs, and appropriate quotations.

2. Gather missing source materials.
- Time:** 45 minutes
- Evaluation:** Teacher conference

Quadrant 4-Left Mode

Analyze Personal Application

- Objective:** To practice creative organization techniques
- Materials:** Student resource materials, identical copies of photos used to introduce unit
(See Wheel Two, Quadrant One--Right)
Model story board from Pieces of Our Past program
Butcher paper, glue, scissors, yarn, and markers
- Activity:**
1. Create a practice storyboard to organize flow of information. Each group uses an identical set of photos, but will arrange the material to express subjective relationships and will focus on creative interpretation of the data. Artistic embellishments should be emphasized. Students will then share their arrangements and explain the framework for their organizational techniques.
 2. Examine student resource materials and evaluate contents for completeness, usefulness, and relevance to the questions and sub-topics selected from their group photograph. Each group completes a second progress check and monitors for any blanks to fill in their chosen topics.
- Time:** 35 minutes
- Evaluation:** Student storyboards

Quadrant 4-Right Mode

Celebrate Knowledge Gained

- Objective:** To display results of initial research
- Materials:** Student practice storyboards
- Activity:**
1. Arrange a classroom display of all storyboards. Students present their research photograph and finalized questions to class. Invite neighboring classes to view the display. Have students share the results of their interviews with the guests.
- Time:** 10 minutes
- Evaluation:** Oral presentations

Afterthoughts:

Days to complete activity wheel:

Especially successful activities:

Changes to consider:

47

Santa Fe Indian School

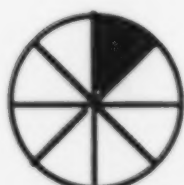
4MAT Activity Plans*

Unit Pieces of the Past--Wheel Four

Concept To organize data into a whole for interpretation



Indian Perspective



Visual Mode



Auditory Mode



Kinesthetic/Tactile Experiences

4-L Analyze Personal Application

Write a short essay reflecting on what was learned. Read two best lines to class. Turn in final copy of essay.

3-R Personalize the Concept

Finalize storyboard, permanently attaching all materials.

3-L Practice the Concept

Type quotes and make other preparations for personal storyboards.

4-R Celebrate Knowledge Gained

Organize a festival viewing of all storyboards.

1-R Create an Experience

Tour the Pieces of Our Past database. Make random changes and observe results.

1-L Analyze the Experience

Review model storyboard. Discuss importance of each component, including graphics, text, and sound. Explore concept of historical symbols.

2-R Integrate Experience and Analysis

Sketch a design for original storyboard.

2-L Teach the Concept

Share mock up of final storyboard. Peer edit.

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The wheel is based on McCarthy, The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques, 1986, 1987.

Wheel Four

Goal: To teach historical perspective, with an emphasis on organizing data into a whole for interpretation

Quadrant One-Right Mode

Create an Experience

- Objective:** To understand more fully the historical perspective provided by the "Pieces of Our Past" project
- Materials:** MacIntosh II computer; 4 MB RAM; 40 MB HD; Videocard--16 tone grey scale
MacroMind Director 2.0
Pieces of Our Past on hard drive
- Activity:** 1. Tour the "Pieces of Our Past" database, exploring the branching components in greater depth than previously allowed. Have students make random changes in the program and examine how the paths then change.
- Time:** 30 minutes
- Evaluation:** Quality of participation

Quadrant 1-Left Mode

Analyze the Experience

- Objectives:** To discuss purpose of an interactive database program
To develop understanding of personal contribution to school-wide historical project
- Materials:** Model story board of "Pieces of Our Past"
- Activity:** 1. Review storyboard process of the original "Pieces of Our Past." Discuss importance of each component, including graphics, text, and sound. Have students determine why each component is a historical symbol, representative of both individual lives and a broader culture. Explore student understanding of their personal contributions to the "Second One Hundred Years."
- Time:** 15 minutes
- Evaluation:** Quality of class discussion

Quadrant 2-Right Mode**Integrate Experience with Analysis**

- Objective:** To build a framework for their contribution to the Second One Hundred Years
- Materials:** Paper and pencil to create a draft storyboard
File cards, worksheets, and interview notes
- Activity:** 1. Students design a storyboard sketch for their personal or group project.
- Time:** 45 minutes
- Evaluation:** Quality of storyboard draft

Quadrant 2-Left Mode**Practice the Concept**

- Objective:** To translate research draft into final form
To provide peer editing
- Materials:** Draft of storyboard
Student worksheets, notes, graphics, and typed copy
Project review sheet
- Activity:** 1. Pair up and share student mock up of the final storyboard. Using the project Review sheet, students peer edit the mock up to check for clarity and completeness.
- Time:** 25 minutes
- Evaluation:** Project review sheet with comments from peer editors

Quadrant 3-Left Mode**Teach the Concept**

- Objective:** To finalize details for story board
- Materials:** Computer lab
File cards, worksheets, and interview notes
- Activity:** 1. Conference with the teacher to finalize flow of story board.
2. Type out the quotes they wish to use in their final story board and make any other preparations that can be done on the computer.
- Time:** 25 minutes
- Evaluation:** Quality of typed copy

Quadrant 3-Right Mode

Personalize the Concept

- Objective:** To complete the final story board for the historical research project
- Materials:** Draft of storyboard
Student worksheets, notes, graphics, and typed copy
Project review sheet
Posterboard
Markers
Glue and tape
Scissors
Papercutter
- Activity:** 1. Finalize student story boards, permanently attaching all materials.
- Time:** 90 minutes
- Evaluation:** Clarity and completeness of storyboard

Quadrant 4-Left Mode

Analyze Personal Application

- Objective:** To reflect on students' personal contribution to the historical process
- Materials:** List of prompts to stimulate reflection
Paper and pencil
- Activity:**
1. Have students write a short essay answering selected questions from the list of prompts.
 2. Have each student read aloud one or two sentences which the student feels best summarizes his or her feelings about what was learned from the project.
 3. Have students prepare a final copy of either the entire essay or the most important lines. This may be handwritten or done in the computer lab
- Time:** 45 minutes
- Evaluation:** Students' summary essay

Quadrant 4-Right Mode

Celebrate Knowledge Gained

- Objective:** To disseminate student work to school community
To honor student role in recording history from an Indian perspective
- Materials:** Student story boards
Easels
Display area
Tape and push pins
Handout #16: Evaluation for Pieces of Our Past Storyboards
Prize ribbons
- Activity:**
1. Have students organize a festival viewing of all story boards. A display area is chosen, invitations written, and refreshments provided for all guests.
 2. Judging of all entries will result in the identification of the top ten story boards to be entered into the school's interactive database, "Pieces of Our Past." The judges should be a panel of staff, administrators, and students. Ribbons should be provided to the top ten groups; all participants should receive a certificate of recognition for their contribution to enlarging the Indian historical perspective.
- Evaluation:** Participation in festival activities

Afterthoughts:

Days to complete activity wheel:

Especially successful activities:

Changes to consider:

Santa Fe Indian School

PIECES OF OUR PAST

Seventh Grade Pilot Project Schedule

Fall, 1990

Goals:

Students will use an interactive data base which focuses on a culturally relevant theme to expand their applications of critical thinking skills and to develop personalized research skills through an interdisciplinary approach.

Staff:

Pieces of Our Past: Doreen Bailey, Dan Ferguson, and Linda Lippitt
7th Grade Core: Joann Crespín, Helen Manzanillo, Louise Naranjo,
and Harold Pourier

Implementation Schedule:

September 3 - September 23

Draft of curriculum and lesson plans prepared by Pieces of Our Past team to be readied for comments by 7th Grade Core teachers.

September 23 - October 12

Corrections and revisions are suggested by 7th Grade Core teachers to facilitate curriculum alignment and classroom implementation.

October 12 - October 19

Pieces of Our Past team complete revisions and print Pieces of Our Past Unit Lesson Plans for classroom use.

October 22 - December 7

The 7 week pilot project will be field-tested.

Week 1

October 22 - 26

introduce program goals
experiment with interactive database
select personal topics
review oral history interviewing techniques

- Week 2 October 29 - November 2
interview home community members
- Week 3 November 5 - November 19
review library research procedures
use SFIS library materials to collect data
copy needed pictures for story board
- Week 4 November 12 - November 16
compose story cards in Fine Arts Computer Lab
create story boards in classrooms
- Week 5 November 19 - November 21
collect story boards for display
celebrate student project with school wide
"festival" for public viewing
judge for 10 best to be entered into data base
- Week 6 November 26 - November 30
begin entering story boards onto master program--
selected students and Pieces of Our Past team
- Week 7 December 3 - December 7
complete 100 Years Display
present storyboards and Pieces of Our Past master
program at SFIS First 100 Years Celebration

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Learning Styles

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ACKNOWLEDGMENTS

Partial financial support for the interactive video project, Pieces of Our Past, was provided to the Santa Fe Indian School through the following grants from the Federal Office of Education:

Vocational Education Grant: V101A80034-89,
Integrating Teaching Styles with Students' Learning Styles:
A New Instructional Model: S072A90031, and
Ventures in Technology: S061A0037.

LEARNING STYLES



**Left and Right Mode Preferences Unit
For Middle School Students**



**designed
by
Grace Herrera
for
Learning Approaches Research Center**



**Santa Fe Indian School
Santa Fe, NM
1993**

SANTA FE INDIAN SCHOOL

Learning Styles

Preface

In this learning styles unit students will be able to identify positive and negative characteristics of left and right brain dominance in order to better understand the learning process. Activities in this unit will enable students to determine their own processing preference and those of their peers and teachers. By identifying this aspect of their personal learning styles, students will not only develop a sense of their individual learning needs, but will also help them develop strategies that will enable them to adapt to different teaching techniques.

UNIT LESSON PLANS

Goals: Students will understand basic differences in processing styles.

Objectives: To define what brain processes are.
To learn basic differences in left and right processes.
To have an understanding of self preference.
To analyze teachers preference.

Developed by Grace Herrera at the Santa Fe Indian School Learning Approaches Research Center

Technical Assistance by Mary Herrera

Edited by Linda Lippitt

The Unit Plan is based on the 4MAT model as developed by Bernice McCarthy in The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques, 1980, 1987. 4MAT is a registered trademark of the publisher, EXCEL, Inc., 200 West Station Street, Barrington, IL 60010.

Santa Fe Indian School

4MAT Activity Plans*

Unit Learning Styles
 Concept Left and Right Mode Preferences
 Developed by Grace Herrera



Indian Perspective



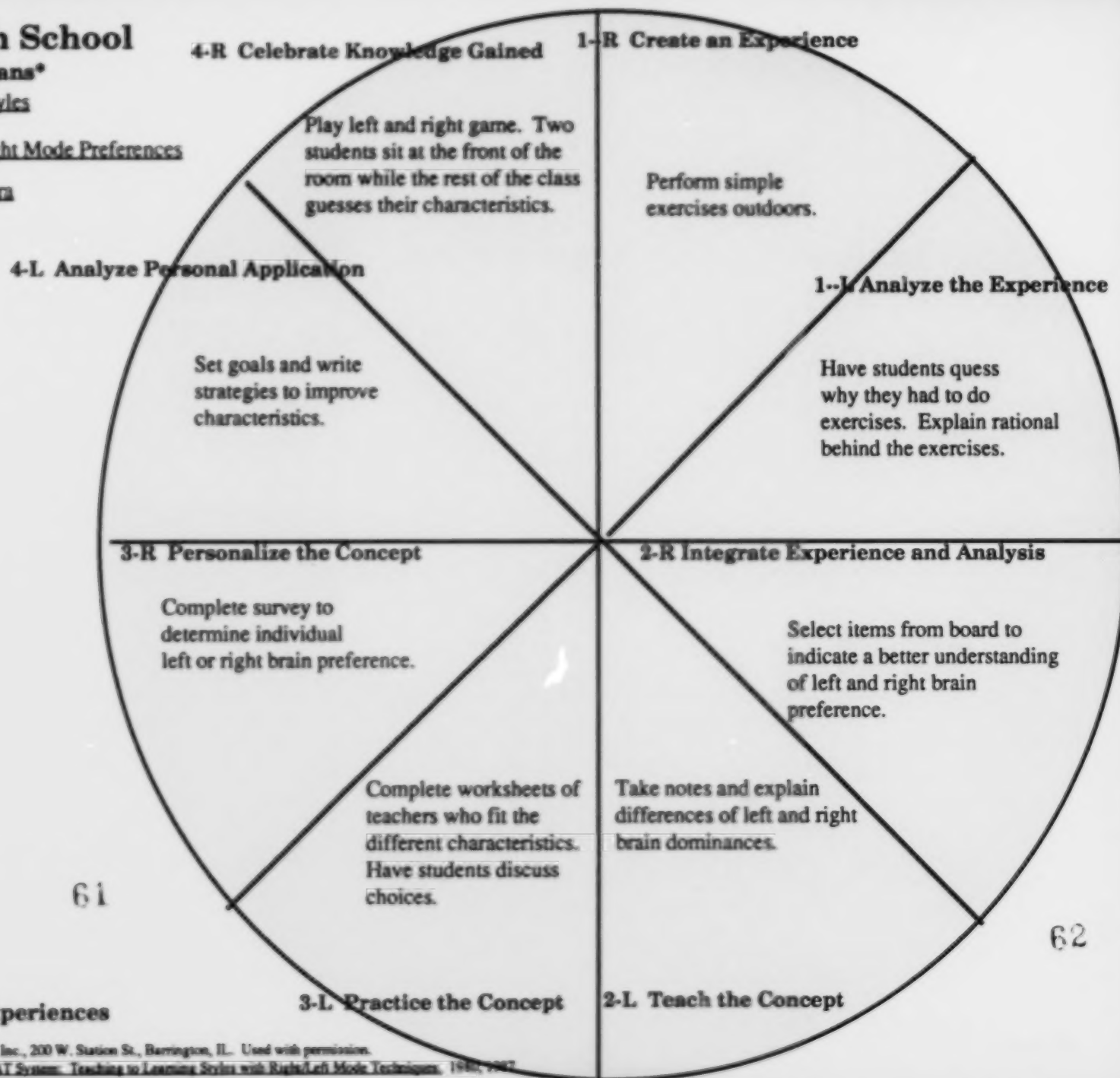
Visual Mode



Auditory Mode



Kinesthetic/Tactile Experiences



61

62

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 The wheel is based on McCarthy, The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques, 1980, 1987.

Quadrant 1-Right Mode

Create an Experience

Objective: Students will perform exercises.

Materials: Class roster, pen or pencil, and handout #1.

Activities:

1. Students can do the exercises indoors or out. Students form a line in the order of the class roster.
2. A list of exercises will be called out for students to perform example: jump on one foot. As students are performing each task the teacher writes which side was used either left or right by the name of each student on the roster.

Time: 25 minutes

Evaluation: Participation of all exercises.

Quadrant 1-Left Mode

Analyze the Experience

Objective: To develop self awareness of body preferences.

Materials: Completed class roster of exercises.

Activities:

1. Students are asked why they thought they had to do the exercises. After student responses explain the rational behind body preference exercises.
2. The list of each exercise and the individual body preference recorded on handout #1 will be read to the class and discussed.

Time: 20 minutes

Evaluation: Participation

Quadrant 2-Right Mode

Integrate Experience with Analysis

Objective: To determine left and right brain processing styles.

Materials: Handout #2, paper, and pencil.

Activities:

1. The items on handout #2 will be written on the board.
2. Students will choose which items they like and write the items down.
3. Students add up the number of shapes and words they chose. The highest number indicates their preference. Shapes indicating right brain, words indicating left brain.

Time: 15 minutes

Evaluation: Completed assignment.

Quadrant 2-Left Mode

Teach the Concept

- Objective:** To identify characteristics of right and left brain.
- Materials:** Overhead transparency, Handout #3 List of Characteristics, paper, pencil, and note section of binder.
- Activities:**
1. Students take notes in their note section of their binder from transparency.
 2. Students view segment of a popular television show to contrast personality characteristics. An example is The Prince of Bell Air. Students view their notes and compare which characteristics describe Will and Hillery from the show. After activity students need to keep notes for later use.
- Time:** 45 minutes
- Evaluation:** Completed notes and participation.

Quadrant 3-Left Mode

Practice the Concept

- Objective:** To extend the concept of left and right brain within the classroom.
- Materials:** Handout #4 Teacher Characteristics.
- Activities:**
1. Students can be given or write down Teacher Characteristics into their note section. After reading each characteristic carefully, have students make a list of their class schedule and course. Students make a note by each course and write either "Left" or "Right" based on how they feel the teacher teaches the course.
- Time:** 30 minutes
- Evaluation:** Completion of paragraphs.

Quadrant 3-Right Mode

Personalize the Concept

- Objective:** Students will become aware of their personal mode preference.
- Materials:** Class set of Hemisphericity Mode Indicator Student Edition, Excel Incorporated, or refer to Learning to Learn survey in the teachers manual as an optional test.
- Activities:**
1. Complete assessment and score results.
 2. Chart individual scores on classroom banner and display.
- Time:** 45 minutes
- Evaluation:** Focused participation.

Quadrant 4-Left Mode

Analyze Personal Application

- Objective:** Students will set goals for improving negative characteristics.
- Materials:** Notes on left/right characteristics (binder section), pencil, and paper.
- Activities:**
1. Students check off negative characteristics from notes they felt they possess.
 2. Students think of ways to improve negative characteristics and write a short paragraph on how they could improve themselves.
- Time:** 30 minutes
- Evaluation:** Short paragraph paper and notes on left/right characteristics.

Quadrant 4-Right Mode

Celebrate Knowledge Gained

- Objective:** Students will reinforce self understanding of left/right characteristics as seen by peers.
- Materials:** Two chairs, paper, pencil, note cards, and notes on left/right characteristics.
- Activities:**
1. Students pick positive and negative characteristics from left/right brain notes, that they feel describes them. Each student will write on the note cards both positive and negative qualities along with their name on top of the note card. Note cards will be turned in to the teacher and separated into piles of males and females. Two chairs are set in front of the class for one male and one female to sit at. One card from each pile will be picked and those two students go to sit in the two chairs. The teacher will ask questions by scanning the both cards and asking questions according to the student's choices of characteristics. The teacher will ask questions by saying "which of the two thinks they are well organized" and so on. The class then makes their decision as to which student thinks they are well organized, then the teacher will reveal the correct response. Some cards may have similar responses so, it is suggested to try and check off different choices.
- Time:** 45 minutes
- Evaluation:** Participation

Afterthoughts:

Days to complete activity wheel:

Especially successful activities:

Changes to consider:

Resources

Benzon Nancy and Susan Rolfe. Learning How To Learn A Manual Of Study Skills Teacher's Guide. Learning Unlimited, Richardson, TX. 1987. Pages 41-44.

Frender, Gloria. Learning To Learn Strengthening Study Skills and Brain Power. Incentine Publications, Inc., Nashville, TN. 1990. Pages 15-20.

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Learning Styles Unit
Concept: Left and Right Mode Preferences
Handout # 1

After each exercise write either "left" or "right" preference for each student.	jump on one foot	pretend you're looking through a telescope	pretend to throw a ball	tie one of your shoe strings	balance on one foot	pretend to block a punch with your arm
Name _____						
1. _____						
2. _____						
3. _____						
4. _____						
5. _____						
6. _____						
7. _____						
8. _____						
9. _____						
10. _____						
11. _____						
12. _____						
13. _____						
14. _____						
15. _____						
16. _____						
17. _____						
19. _____						
20. _____						
			67			

Unit: Learning Styles
Concept: Left and Right Mode Preferences
Handout #2

Note: The following words and drawn pictures are to be put on the board.

1. ten	10
2. house	(draw a house)
3. (draw a funny face)	smile
4. flower	(draw a flower)
5. (draw a cat)	cat
6. 7	seven
7. vase	(draw a vase)
8. (draw a heart)	heart
9. square	(draw a square)
10. dollar	(draw a dollar)

Unit: Learning Styles
Concept: Left and Right Mode Preferences
Handout # 3

Characteristics of Left and Right brain

Left Positive	Right Positive
self-disciplined	creative
highly organized	imaginative
controls feeling	lets feelings go
looks for differences	sensitive
punctual	spontaneous
practical	people-oriented
fact-oriented	looks for similarities
hard-working	fun
logical	enthusiastic
reliable	idealistic
remembers names	remembers faces
plans ahead	flexible
usually a good student	intuitive
takes few risks	takes more risks
thinks one thing at a time	thinks simultaneously
Left Negative	Right Negative
inflexible	lary
perfectionist	irrational
unimaginative	irresponsible
stressed	absent-minded
stubborn	directionless

Learning Styles Unit
Concept: Left and Right Mode Preferences
Handout #4

Teacher Characteristics

Characteristics of the "left brain" teacher:

- Has a simple yet useful classroom.
- A list of rules and expectations are usually handed out at the beginning of the school year.
- Students are expected to know and understand rules.
- Rules and consequences are consistent.
- Students are expected to work independently and be responsible for their work.
- Very private. Home lives and work are kept separate.
- Rarely uses personal experiences to explain a concept.
- Is seen as unfriendly to the right brain students.
- Competitiveness is stressed to promote personal satisfaction among students.
- Lessons are taught thoroughly before the next lesson is introduced.
- Lectures, written assignments and independent projects are common.
- Over all, the left brain teacher runs an organized classroom.

Characteristics of the right brain teacher:

- The classroom is usually decorated and "comfy".
- General classroom rules may be handed out, but how they are applied depends on the circumstance and the student who breaks a rule.
- Group work, class participation and team projects are common.
- Right brain teachers work on building student self esteem.
- Personal experiences may be used to teach concepts or get a point across.
- Would prefer to get to know each student on a more personal level.
- Group rather than individual competition is encouraged.
- More likely to reward students with a party, free time or trips.
- Lessons are taught by linking one concept to another.
- Emphasis is on the "big picture" rather than small details.
- Daily routines are not always the same.

Original American Map Rap



A Social Studies Unit
for Middle School Students

Santa Fe Indian School
Santa Fe, NM
1992

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SANTA FE INDIAN SCHOOL
ORIGINAL AMERICAN MAP RAP

Preface

Imagine being thirteen, proud to be a Native American and knowledgeable about your tribal history. Your pueblo has existed in the same site for almost one thousand years. Your ancestors saw the influx of other tribes, the crossings of the conquistadors, the settling of Spanish farmers in the Rio Grand valley, and the rush of cattlemen, soldiers, and businessmen with their families. You are eager to learn how your tribe contributed to the creation of the modern United States, but cautious about what perspective you will find. Imagine, again, that when you open your textbook or view a video on the creation of the United States, that the viewpoint of the Native American peoples who inhabited those lands is missing. Your history has been edited out.

This is not an imaginary tale. In 1992, eighth graders viewed material from a national company which detailed the land acquisitions of the United States without once mentioning the Native American tribes inhabiting those lands. This unit represents their response to a historical perspective which did not acknowledge the existence of their people.

Students researched four geographic areas of the continental United States and explored how the land entered into the union. They explored treaty rights and land use issues. Their response, using multi-media technology to create the "Original American Map Rap," moves beyond gathering facts to interpretation and documentation of U.S. history from an additional perspective.

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Santa Fe Indian School

4MAT Activity Plans*

Unit *Original American Map Rap*

Concept *How Native American lands were incorporated into the USA*

Developed by A. Moquino for Grade 8



Indian Perspective



Visual Mode



Auditory Mode



Kinesthetic/Tactile Experiences

4-L Analyze Personal Application

Reading the "map rap" to peer groups, have students examine for accuracy of details, historical sequence, and clarity of opinion. Refine student work.

3-R Personalize the Concept

Divide the continental US into four geographic regions. In small groups, have students choose a region and research its land treaty history. Create an original "map rap" to present this information and the group's opinion of the historical events.

Examine a government/tribal land treaty and review the history of how the treaty was implemented.

3-L Practice the Concept

4-R Celebrate Knowledge Gained

Showcase "map raps" at Academic Fair.
Expanded outcome: choose 6 students to create a computer generated video response to GTV--the "Original American Map Rap."

1--R Create an Experience

View the GTV Laser Disc Program "Overview of US History, Map Rap."

1--L Analyze the Experience

Examine failure to mention even once Native American presence on lands acquired during Westward expansion. As a group discuss how "historical opinion" is created.

2-R Integrate Experience and Analysis

Students reenact presentation of Native American leader's speech. As a group, discuss the strengths which have made this "opinion" speech historically important.

Using text, lecture, and supplemental readings, present information on the westward expansion of the US and the concept of "manifest destiny."

2-L Teach the Concept

73

74

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The sheet is based on McCarthy, The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques. 1990, 1992.



EASTERN WOODLANDS RAP!!

LONG AGO BEFORE THE EUROPEANS CAME,
THE INDIANS LEAGUE LIVED IN A GREAT DOMAIN.

THE TRIBES HUNTED, FISHED AND FARMED. THEY LOVED
EACH OTHER AND KEPT EACH OTHER FROM BEING HARMED.

THE REGION WAS A FORESTY PLACE,
THEN CAME THE EUROPEAN RACE.

BOTH BECAME FRIENDS AT FIRST,
THEN THE EUROPEAN MIND OF CONTROL BEGAN TO THIRST.

FOR ALL THE HELP THE INDIANS GAVE,
ONLY A LITTLE OF THAT FRIENDSHIP WAS LEFT TO SAVE.

WARS AND FIGHTS BROKE OUT BETWEEN EVERYONE. THE
EASTERN WOODLANDS COULDN'T BE SHARED BY ANYONE.

NOW WE CAN SAY THAT WHEN THE EUROPEANS CAME,
THEY PUT THE NATIVES OF THE WOODLANDS TO SHAME.

THEY STOLE THE LAND THAT WAS MEANT FOR US,
AND THEY RAPED OUR WOMEN, STILL WE MADE A FUSS.

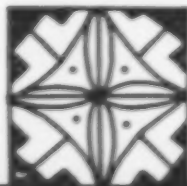
THEY TORTURED OUR PEOPLE AND MADE US SLAVES.
THEY LED OUR CHILDREN STRAIGHT TO THEIR GRAVES!

TODAY WE ARE TOLD TO FORGET THE PAST TIME
WHEN OUR CULTURES WERE IN THEIR PRIME.

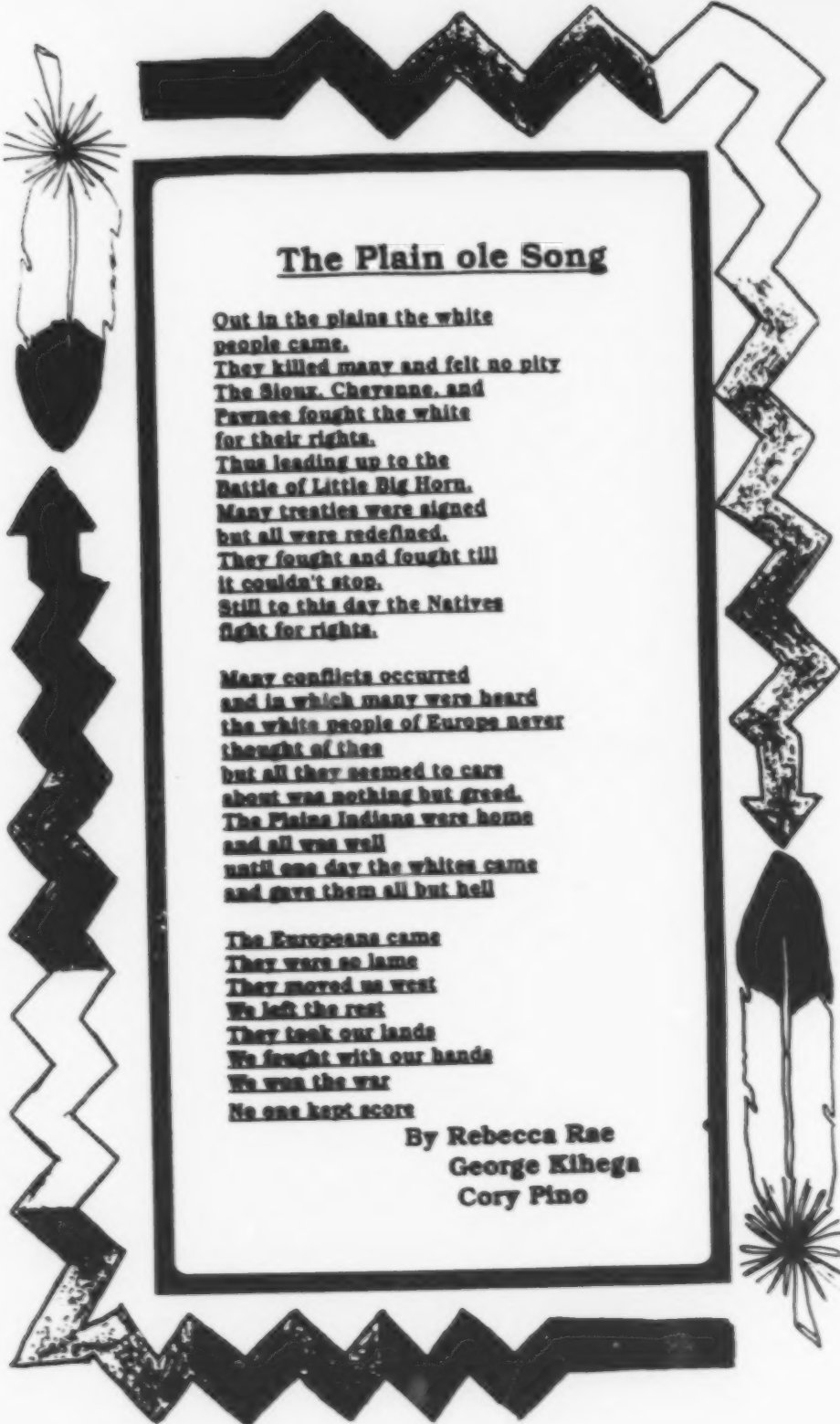
STILL WE DON'T LISTEN TO WHAT THEY SAY,
BECAUSE OUR CULTURE WILL FOREVER STAY.

SOME TRIBES HAVE ALREADY LOST.
NOW WITHOUT THEIR CULTURE THEY HAVE TO PAY THE
COST

NOW WE MUST KEEP UP THE FIGHT.
IF WE DON'T WE MIGHT FADE OUT OF SIGHT.



BY
JASON, CLARITA, TANYA,
AND RILEY



The Plain ole Song

Out in the plains the white
people came.
They killed many and felt no pity
The Sioux, Cheyenne, and
Pawnee fought the white
for their rights.
Thus leading up to the
Battle of Little Big Horn.
Many treaties were signed
but all were redefined.
They fought and fought till
it couldn't stop.
Still to this day the Natives
fight for rights.

Many conflicts occurred
and in which many were heard
the white people of Europe never
thought of them
but all they seemed to care
about was nothing but greed.
The Plains Indians were home
and all was well
until one day the whites came
and gave them all but hell

The Europeans came
They were so lame
They moved us west
We left the rest
They took our lands
We fought with our hands
We won the war
No one kept score

By Rebecca Rae
George Kihega
Cory Pino

Quadrant 2-Left Mode

Teach the Concept

- Objective:** To examine the westward expansion of the United States and the concept of "manifest destiny"
- Materials:** Textbook: American Spirit, Chapter 14
Handout #1, Quiz
Supplemental readings from Resources
- Activities:** 1. Read Chapter 14 in text and complete chapter activities, including handouts.
2. Using selected readings from available resources, discuss Indian perspective of historical events associated with "manifest destiny."
- Time:** 225 minutes
- Evaluation:** Vocabulary test

Quadrant 3-Left Mode

Practice the Concept

- Objective:** To examine history of a government/ tribal land treaty
- Materials:** Federal Indian Policy
- Activities:** 1. Discuss ideas from Chapters 1, 2, and 3.
2. Examine implications for treaty rights, especially concerning land issues.
- Time:** 90 minutes
- Evaluation:** Class discussion

Quadrant 3-Right Mode

Personalize the Concept

- Objective:** Create a regional map rap which presents facts and opinions on land issues
- Materials:** Handout #2, Native American Map Rap
Handout #3, Library Instructions
Handout #4, Blank US Map
Handout #5, Brick Wall
- Activities:** 1. In small groups, have students choose a region and research its land history. On US Map draw in the following four regions: Eastern Woodlands, Great Plains, Southwest, and Far West. Then create a schema depicting the chronological settlement of English, Spanish, French and Dutch communities.
2. Complete project handouts as a framework for assembling and analyzing information.
3. Using their research information, students create a "map rap" to present these facts and their opinion of the history. Refer to attached technical support list. Use a computer art program to complete "Brick Wall."
- Time:** 360 minutes
- Evaluation:** Handouts and participation in research activities

The Cherokees fought their forceful removal
and in 1832 got Supreme Court approval.
It was unconstitutional to move the tribe or force it.
But Jackson said, "If that's the law, then you enforce it."
All tribes east of the river, by 1840,
had been moved to the Indian Territory.

But the Indian land was between two shining seas
And got in the way of Manifest Destiny.
The Oregon, Santa Fe and Chisholm trails
soon became Union Pacific rails.
In building the railroads, they killed 10 million buffalo.
The Plains people couldn't eat and had nowhere to go.

After the gold rush and Mexican acquisition,
Southwest Indians were put in the same old position.
They had to go, but there was no land to place them in
so the government thought of reservations.

In 1870, it said old treaties were not fact.
In 1887, came the Dawes Allotment Act.
All Indian lands, except for reservations
were open for homesteading and for speculation.

400 years after Europeans were encountered,
tribes lost 90%—everything that counted.
Europeans escaped poor conditions they created,
then they caused the same thing in the land they confiscated.

Today we are taught to disrespect that past time,
when our native ways of life were in their prime.
You can't forget history without paying the cost;
it's up to us to make sure no more is lost.

Original American Map Rap

by

Abby Moquino's 8th Grade
Social Studies Classes

Santa Fe Indian School
1992



RESOURCES

Books

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Students consulted various encyclopedia and reference works.

Media

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- GTV: A Geographic Perspective on American History. 1990. National Geographic Society, Washington, D. C.
- The Visual Almanac: An Interactive Multimedia Set. 1989. Apple Multimedia Labs, Apple Computer, Inc., San Francisco.

ORIGINAL AMERICAN MAP RAP

The students involved in the development of the video presentation of the "Original American Map Rap" were:

- | | |
|-----------|--|
| Music: | Jodi Carr, Laguna
Inez Lopez, Laguna-Papago
Cory Pino, Laguna-Acoma |
| Graphics: | Milo Bitsule, Navajo
Clint Shroulote, Acoma |
| Rappers: | Jodi Carr, Laguna
Roderick Gachupin, Jemez
Mark Montoya, Isleta
Cory Pino, Laguna-Acoma
Kevin Tafoya, Santa Clara-Cherokee |
| Lyrics: | 8th graders from Abby Moquino's social studies classes, Spring, 1992
Ms. Moquino is from Santo Domingo Pueblo. |

NAME _____ CLASS _____

VOCABULARY Test

Directions: Match the word to the correct definition.

- a. reservation b. treaty c. policy d. sovereignty e. trust f. territory
g. termination h. agent i. allotment j. cede

- _____ 1. A person appointed by the BIA to supervise U.S.A. government programs on a reservation and/or in a specific region.
- _____ 2. To officially or formally surrender a possession, i.e. treaties involved cession of land.
- _____ 3. U.S. policy applied nationwide in 1887 through the Dawes Act aimed at breaking up tribally owned reservations by assigning individual farms and ranches to Indians.
- _____ 4. Federal policy to remove Indian Tribes from government supervision and Indian lands from trust status, in effect from the late 1940's through the 1960's.
- _____ 5. A defined region of the U.S. that is not, but may become a state.
- _____ 6. A contract negotiated between representatives of the U.S. government or another national government and one or more Indian tribes. This contract dealt with the cessation of military action, the establishment of boundaries, terms of land sales, and related matters.
- _____ 7. The economic relationship between the federal government and many Indian tribes, dating from the late 19th century. Government agents managed Indians' business dealings because the government considered Indians legally incompetent to manage their own affairs.
- _____ 8. A tract of land retained by Indians for their own occupation and use.
- _____ 9. Right to govern themselves. Self-government.
- _____ 10. A plan to set in to law established by the government.

Native American Map Rap: Fill in the blanks

The United States of America is the third largest country in the world in acreage. This country was built up by land sales, land claims, and land stolen from Native Americans. In many cases, Native Americans signed _____ that _____ their land in return for food, education, health supplies and peace. These tribes were placed on _____. The tribes established their own governments based on the philosophy of _____. The U.S. government have established _____ for Native Americans. In the 18th century, the western half of North America was known as Indian _____ but was lost because the southern tribes fought with the Confederacy during the Civil War. In the 19th century, Indian _____ took care of business dealings for all tribes. The land was placed under _____. In the mid-20th century, the U.S. government began a process known as _____ to break the treaty relationship with the Native Americans.

UNITED STATES



62

63

Native American Map Rap

Library Instructions:

2/19 1. Your group will research information on the Native American region selected to write
2/20 a map rap. The objective is to explain how (and when) all the land in the continental
2/21 United States was acquired from the Native Americans.

2. After you have researched the information, you will write a story in the form of lyrics to show how the Native lands were obtained to build up the United States.

2/27 3. Your group will develop a MAP RAP with the help of a computer program for the tunes/music.

-
1. Identify the European countries that came into N.A. region and claimed the lands - who, what, where and when.
 2. Identify the policies established by the U.S. government that moved the region's tribes to the west.
 3. Identify the treaties signed by the region's tribes that resulted in ceding the land to the United States and the "whiteman."
 4. Identify the acres, natural land features, loss of Indian lives, and wars in the treaty-making process.
 5. Identify dates, people (Native Americans), and places of importance.
 6. List the population and tribes that lived in this region around the 16th Century and present time (1992).
 7. Identify the conflicts/wars that occurred between the tribes, Anglo settlers and the military.
 8. Develop a timeline identifying the significant events in the Native American region you are researching.

ASSIGNMENT: CREATE A BRICK WALL WITH GRAFFITI FOR OUR NATIVE AMERICAN MAP RAP GRAPHICS.

USE THE FOLLOWING THEMES FOR OUR NATIVE AMERICAN MAP RAP GRAPHICS.

Wounded Knee Massacre
Custer's Last Stand
Pueblo Revolt
Trail of Tears
Navaho Long Walk 1861
Sand Creek Massacre

Tecumseh
Geronimo
Pope
Chief Sitting Bull
Chief Joseph
Wovaka
Little Big Man
Crazyhorse
Sitting Bull
Quannah Parker
Ten Bears
Manuelito
Ishi
Big Foot
Kicking Bird
Little Crow
Big Eagle
Little Raven
Red Cloud
Spotted Tail
Konehogawa (Ely Parker)
Cochise
Lone Wolf

Indian Removal Act
Indian Reorganization Act
Indian New Deal
American Indian Movement

Bureau of Indian Affairs

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Vocational Education Grant: V101A80034.

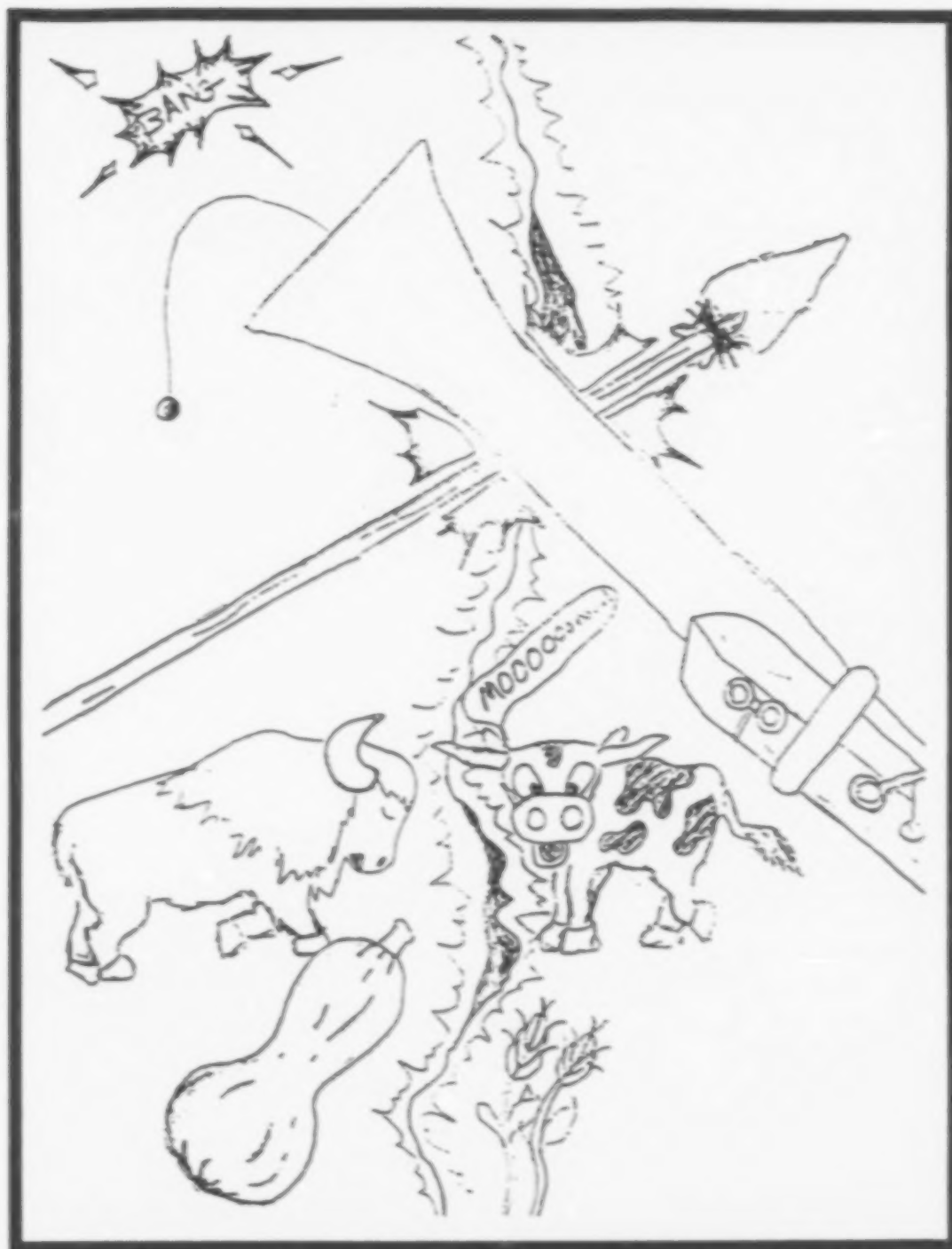
Integrating Teaching Styles with Students' Learning Styles:

A New Instructional Model: S072A90031, and

Ventures in Technology: S061A00037.

NATIVE WORLD-EUROPEAN WORLD

CULTURAL EXCHANGE



A Social Studies Unit for Middle School Students

Santa Fe Indian School
Santa Fe, NM
1992

SANTA FE INDIAN SCHOOL

NATIVE WORLD-EUROPEAN WORLD CULTURAL EXCHANGE

Preface

The Quincentenary of Columbus' landing in North America is cause for reflection. The Native World-EuropeanWorld Cultural Exchange unit examines the impact of cultural exchange on existing cultures. Life in the 15th century, across Europe, the Americas, Asia, and Africa, was forever changed because of the encounter. Students research what foods, concepts, and material items were shared across the continents. As they explore the interconnectedness of their life now with the cultural developments of 500 years ago, they gain factual knowledge and begin to interpret this learning and to communicate what they have learned about the roles and values of intercultural exchange.

A second component of the unit is to separate out the information they have personally gathered and organize the data for others to use. This was done through the creation of a Hypercard stack. This technology was chosen because it allows students to include a large amount of information, adding pictures and sound, and to link cards with great facility. Students can easily call up the specific information they wish to find. In addition, the completed data base now serves as a resource base for subsequent projects. The pilot group, for example, has chosen to use these facts and images to create a coloring book for elementary school children.

Native World-European World Cultural Exchange integrates a Native American perspective into a historical study. Students have the opportunity to practice research skills, including personal analysis and interpretation of a variety of data. Through the use of Hypercard, they learn a new method of information presentation. Finally, students create a new product which displays their new knowledge for the benefit of others. This personal reflection, research, and communication not only teaches skills, but creates a broader understanding of the events of 1492 and the consequential cultural impacts across five continents.

NATIVE WORLD-EUROPEAN WORLD CULTURAL EXCHANGE

UNIT LESSON PLANS

Goals:

Students will examine the impact of cultural exchange on existing cultures by investigating the results of trade among the Native world and European world after 1492. They will appreciate the effects of intercultural exchange in their own lives. Students will develop a Hypercard data base and create a product to share this information with other groups.

Objectives:

- To understand the importance of intercultural exchange in student's life
- To examine the cultural impacts on both the Native world and the European world after 1492
- To develop student use of the following research skills: library research techniques, data storage, and interpretation and presentation of data
- To become familiar with Hypercard technology for personal and academic use
- To apply higher order thinking skills through analysis, synthesis, and evaluation of culturally relevant historical materials

The primary author of this unit is Abby Moquino, with contributions by Linda Lippitt and Doreen Bailey. Native World-European World Cultural Exchange was piloted by Ms. Moquino's 8th grade Social Studies classes in September, 1991. The cover and coloring book illustrations were drawn by Cory Pino, an eighth grade student from Acoma Pueblo.

**Developed by staff members at the Santa Fe Indian School from the following programs:
Social Studies Department, Learning Approaches Research Center, Ventures in Technology**

The Unit Plan is based on the 4MAT model as developed by Bernice McCarthy in The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques, 1980, 1987. 4MAT is a registered trademark of the publisher, EXCEL, Inc., 200 West Station Street, Barrington, IL 60010.

Hypercard is a registered trademark of Apple Computer, Inc.

Santa Fe Indian School

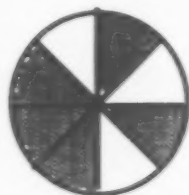
4MAT Activity Plans*

Unit Native World-European World Cultural Exchange

Concept value of intercultural exchange



Indian Perspective



Visual Mode



Auditory Mode



Kinesthetic/Tactile Experiences

4-L Analyze Personal Application

Share the Hypercard stacks, viewing for completion of information and editing for correctness. Review influences of cultural exchange in light of newly acquired information.

4-R Celebrate Knowledge Gained

From the Hypercard database, develop a coloring book which illustrates the contributions of the Native World-European Cultural Exchange to our lives today. Share books with elementary schools.

3-R Personalize the Concept

Using the library resources, research one item and prepare each of the following: 1) illustration, 2) description, 3) origins, 4) primary use, and 6) by-product use. Rewrite your explanation of the item's impact and influence on society. Create a Hypercard Stack on your selected item. See Handout #3.

Refer to the Columbian Exchange Chart to complete Handout #2, comparing Native and European social and material contributions. Choose one item and explain its impact and influence on society.

3-L Practice the Concept

1--R Create an Experience

Create a collage from magazine pictures which illustrate items which make you happy.

1--L Analyze the Experience

Write one paragraph about a single item from your collage. Describe the item, what it is used for, where it comes from, and how much of the item is used by society and yourself. Share your observations with the class.

2-R Integrate Experience and Analysis

Return to the collages and cover up items which would not have been present if there had never been a cultural exchange between the Native world and the European cultures. Discuss the effect such a lack of exchange would have had on contemporary life.

Lecture on cultural exchange. Additional readings to complete Handout #1. Using a chart of contributions from both Native and European worlds as an aid, define and discuss the following: 1) primary use, 2) by-product use, 3) raw material, and 4) impact and influence on society. As a class, compare the 15th century life styles of Native Americans and Europe-

2-L Teach the Concept

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The wheel is based on McCarthy, The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques. 1980, 1987.

NATIVE WORLD-EUROPEAN WORLD CULTURAL EXCHANGE

Quadrant 1-Right Mode

Create an Experience

- Objective:** To identify cultural items which play an important role in each student's life
- Materials:** Magazine pictures
Scissors
Glue
Posterboard
- Activities:** 1. Students create a collage from magazine pictures to illustrate items which contribute positively to their happiness.
- Time:** 45 minutes
- Evaluation:** Student collage

Quadrant 1-Left Mode

Analyze the Experience

- Objective:** To analyze the significance of one item from the collage
- Materials:** Student collage
- Activities:** 1. Have students write a paragraph about a single item from their collage. They are to include the following: a description of the item, what it is used for, where it comes from, and how much of the item is used by society and by the individual student.
2. Discuss in a large group the individual observations.
- Time:** 30 minutes
- Evaluation:** Student paragraph and discussion

Quadrant 2-Right Mode

Integrate Experience with Analysis

- Objective:** To illustrate the effect of intercultural exchange
- Materials:** Student collage
Large size Post-It Notes
- Activities:** 1. Return to the collages and have students cover up items which would not have been present if there had never been a cultural exchange between the Native World and the European cultures.
2. Discuss the effect such a lack of exchange would have had on contemporary life.
- Time:** 15 minutes
- Evaluation:** Student participation

NATIVE WORLD - EUROPEAN WORLD CULTURAL EXCHANGE

Item: ADOBE

BY JULIAN ABEITA

Origin:

Adobe came from Europeans and Indians. They used Adobe to build homes and shelters.

Description:

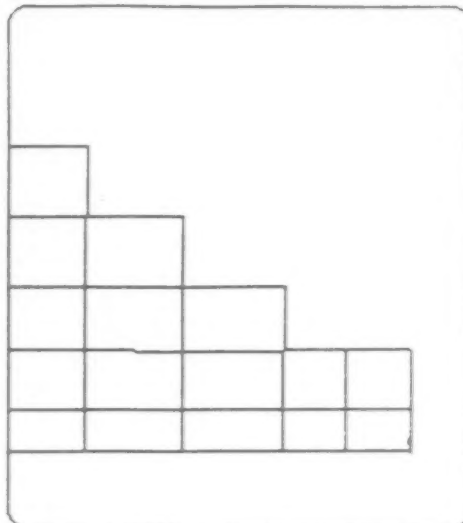
Adobe is a square piece of mud. Made of straw and mud.

Use:

For building homes. And shelters for people to live in.

Impact on Today's World:

More Indian people build adobe homes because it is less expensive and easier to build



NATIVE WORLD - EUROPEAN WORLD CULTURAL EXCHANGE

Item: Measles

By: Rebecca Rae

Origin:

It was brought by the Europeans when they came across the oceans.

Description:

Measles is spread from sneezing and coughing. It causes a pink rash all over the body.

Use:

NO USE

Impact on Today's World:

It was brought across the ocean by the Europeans. It had an effect on many Native Americans. Some becoming almost extinct.

A MAN WITH MEASLES



Sample pages from the Hypercard data base.

NATIVE WORLD - EUROPEAN WORLD CULTURAL EXCHANGE

Item: CHILI

BY: Dion Vello

Origin:

The chili peppers came from Central and South America pre-Columbia times. Pepper seeds were carried to Spain and Europe.

Description:

A chili is green or red, the chili are long and some are short, they grow on a bush, they are shiny, and hot.

Use:

Chili is used for making chili stew, chili soup. Chili is also used for pizza, and mostly people used it for tamales. And they would make spices out of the chili.

Impact on Today's World:

Chili is a big industry. Chili has a lot of chili companies throughout the world. Chili is most popular to the Native Americans.

CHILI



NATIVE WORLD - EUROPEAN WORLD CULTURAL EXCHANGE

Item:

Cacao

By: Lisa Morgan

Origin:

The word "cacao" and chocolate came from the languages of the Maya and Aztec Indians of Central America in the 1500's.

Description:

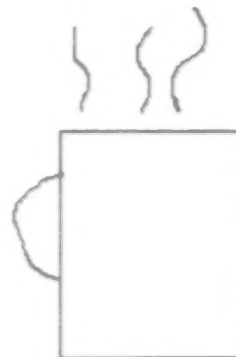
Cacao is a solid food prepared by the fine grinding of roasting shelled beans of the cacao or cacao tree.

Use:

Cacao butter is sold separately for other purposes, such as baking firms. A substance for regular butter. It is also an ingredient of soaps and complexion creams.

Impact on Today's World:

In the 20th Century, W. Europe and the USA have the largest consumers of chocolate and cacao.



Quadrant 2-Left Mode

Teach the Concept

- Objective:** To define and discuss the following terms: primary use, by-product use, raw material, and impact and influence on society.
- Materials:** U. S. News and World Report.
- Activities:**
1. Lecture on cultural exchange.
 2. Using the magazine Columbian Exchange Chart illustrating contributions from both Native and European worlds as an aid, define and discuss the following terms: primary use, by-product use, raw material, and impact and influence on society.
 3. As a class, compare the 15th century life styles of Native Americans and Europeans.
- Time:** 45 minutes
- Evaluation:** Class lecture notes and oral discussion

Quadrant 3-Left Mode

Practice the Concept

- Objective:** To compare Native and European social and material contributions
- Materials:** U.S. News and World Report, Columbian Exchange Chart
Handout #1: Cultural Exchange Comparison Sheet
- Activities:**
1. Refer to the Columbian Exchange Chart to complete Handout #1.
 2. Choose one item from the Native World or one item from the European World which will become the subject of personal research. Outline initial understanding of its impact and influence on society. Draft an explanatory article.
- Time:** 45 minutes
- Evaluation:** Handout #1 and individual draft of article

Quadrant 3-Right Mode

Personalize the Concept

- Objective:** To collect and organize information in a multi-media format
- Materials:** Library resources
Newsweek, Fall/Winter, 1991
National Geographic, October, 1991
U.S. News and World Report, July 8, 1991
Macintosh computer systems
Hypercard
Handout #2: Writing Guideline

- Activities:**
1. Using the library resources and current news magazines, research one item and prepare each of the following: 1) illustration, 2) description, 3) origins, 4) primary use, and 6) by-product use.
 2. Rewrite the explanation of the item's impact and influence on society.
 3. Use Handout #2 and the resources of the Macintosh lab to create a Hypercard stack on the selected item.
- Time:** 180 minutes
- Evaluation:** Completed research article and Hypercard stack

Quadrant 4-Left Mode

Analyze Personal Application

- Objectives:** To use a multi-media data base as a personal resource
- Materials:** Macintosh computer systems
- Activities:**
1. Share the Hypercard stacks, viewing for completion of information and editing for correctness.
 2. Review influences of cultural exchange in light of newly acquired information. Rewrite articles as needed.
- Time:** 90 minutes
- Evaluation:** Hypercard Stack and revised article

Quadrant 4-Right Mode

Celebrate Knowledge Gained

- Objective:** To take information from a data base and interpret for the use of others
- Materials:** Hypercard stacks
Art supplies
Printing supplies
- Activities:**
1. From the Hypercard database, develop a coloring book which illustrates the contributions of the Native World-European Cultural Exchange to students' lives today.
 2. Distribute books to elementary schools for their libraries.
- Time:** as needed
- Evaluation:** Quality of books and time spent sharing at elementary schools

Afterthoughts:

Days to complete activity wheel:

Especially successful activities:

Changes to consider:

RESOURCES

"1491." National Geographic, October, 1991.

"1492-1992. When Worlds Collide." Newsweek, Fall/Winter, 1991.

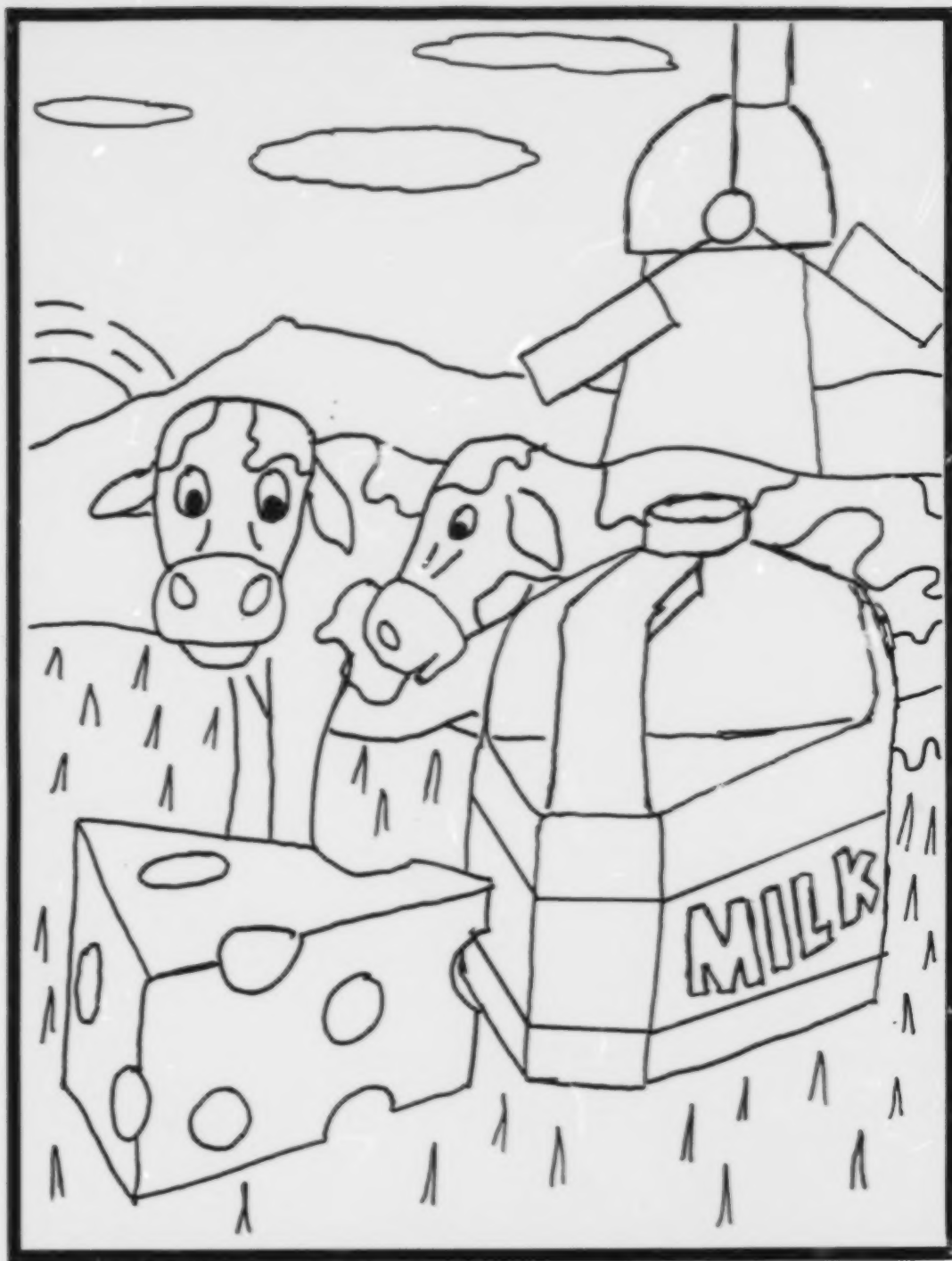
"America Before Columbus, The Untold Story." U. S. News and World Report, July 8, 1991.

STUDENT COLORING BOOK

The next three pages illustrate sample art work created for the coloring book. Facts from the database will be added to the drawings and distributed to elementary schools. A contest was held to identify a single artist to complete the project. An eighth grade boy, Cory Pino of Acoma Pueblo, won both the art contest and the cover design contest. The final product will be completed by April, 1993.







Handout #1: Cultural Exchange Comparison Sheet

Name _____
Period _____ Date _____

NATIVE WORLD-EUROPEAN CULTURAL EXCHANGE

Refer to The Columbian Exchange Chart to complete the assignment.

1. Define the following terms:

Primary Use -

By-Product Use -

Raw Material -

2. From the exchange chart (with the arrows) select four food items from the new world contributions and identify the types of dishes that are made from each item.

For example: Food Item - Corn

Dish - Corn on the cob, posole, atole, corn bread, tamales, corn tortillas
popcorn, cream corn, parched corn, popcorn balls, etc.

3. From the old world contributions, select four food items and identify the types of dishes that are made from each item. (See example #2)

4. Develop a chart to show a comparison of the Native World (New World) and European World (Old World) on the following topics: Population, Religion, Food, Shelter, Health and Medicine, Luxuries, Games, Work, Government, Property

5. Using the chart, choose one item from the Native World or one item from the European World and explain its impact/influence on society.

Handout #2: Guideline

NAME _____
DATE _____ PERIOD _____
ASSIGNMENT _____

NATIVE WORLD-EUROPEAN WORLD CULTURAL EXCHANGE

Use this guideline as you gather information for your selected item.

NAME OF ITEM SELECTED: _____

ILLUSTRATION (May be your own drawing or a picture of your item)

DESCRIPTION OF ITEM: _____

ORIGINS: _____

PRIMARY USE: _____

BY-PRODUCT USE: _____

WHAT INFLUENCE DID OR DOES THE ITEM HAVE ON SOCIETY WORLDWIDE?

The Cultural Exchange HyperCard Stack

A HyperCard stack is like a pack of index cards with a few improvements:

- you can include more information than on an index card
- you can include pictures and sound
- you can link cards
- you can get the card or information you want just by asking

To Add Information to a HyperCard Stack

If the Macintosh isn't on, turn it on by pressing the button with the triangle on it.

Double click on the Macintosh HD icon (picture of a hard drive labeled Macintosh HD).

Double click on the Cultural Exchange icon (picture of a stack of papers labeled Cultural Exchange).

(Make sure you have the Browse tool, which looks like a hand pointing. If not, click hold on Tools in the Menu Bar and slide to the pointing hand before releasing the mouse button.)

Click hold on Edit in the menu Bar and slide down to New Card. Release the mouse button.

Press Tab and type in your Item information. No need to press return--the computer will wrap at the end of each line. Correct errors as you usually do using a word processor.

To move to the next category (in computer talk, each category is a field), press Tab. Fill in each category or field on the card. Notice the field scrolls to allow you to type in all of your information.

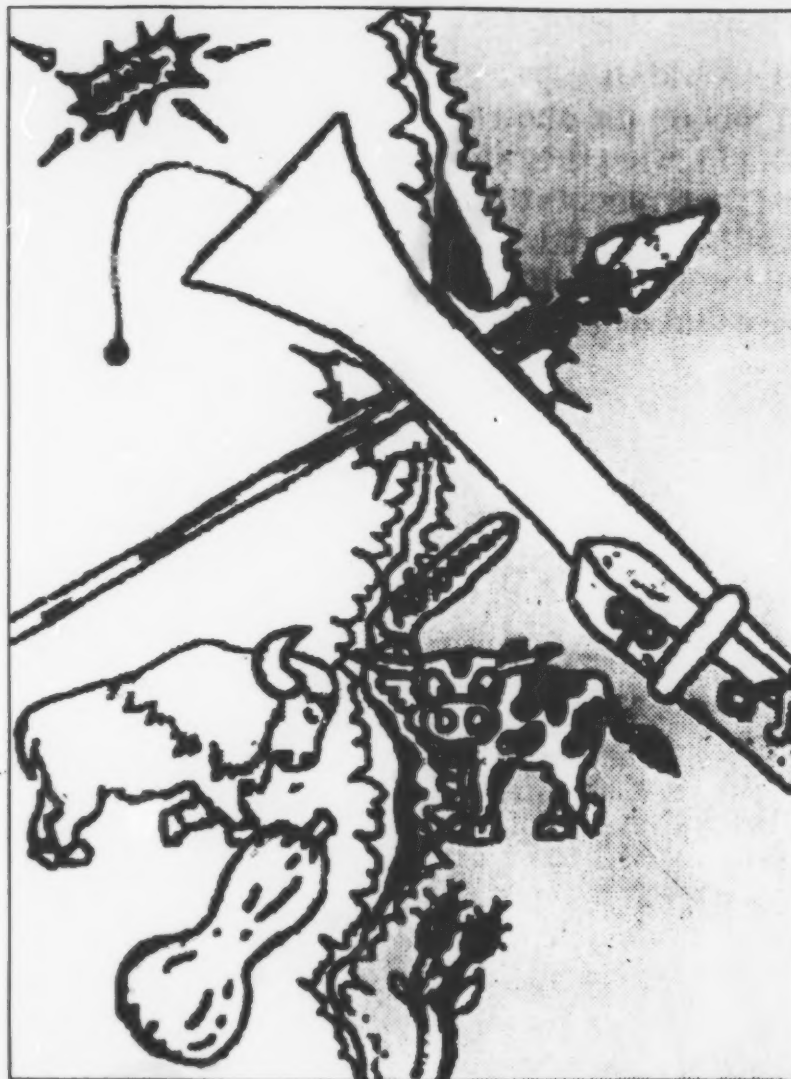
To draw your own illustration, click hold on Tools in the Menu Bar. Keep holding down the button while moving the tool box to a convenient location on the screen (out of the way of your picture frame). Release the button when the tool box outline is where you want it. The tool box appears where you put it.

(If you are unfamiliar with Macintosh painting programs, read the attached sheet on how you use paint tools and experiment.)

Draw your illustration in the graphic frame. If you want to use a picture scanned from a book, see Matt or me for help.

**The
Cultural
Exchange
Coloring
Book:**
*Gifts to the
World*

by
Abby Moquino's
Eighth Grade
Social Studies
Students



Preface

In 1492, the world changed. Two cultures, unaware of each others' existence, met on the shores of a small Caribbean island. What people thought, what they ate, how they dressed, what they did for a living, the governments they formed and the reasons they formed them--all of human activity--was transformed as a result. 500 years later, the world is still changing. This book is brief expression of the power that moment had to modify the pattern of life on our planet.

Table of Contents

Adobe by Julian Abetta	3
The Chicken by Shannon Atencio	4
Cocoa by Stacy Quintana	5
Coffee by Clarita Brown	6
Corn by George Kihega	7
Chili by Dion Vallo	8
The Cow by Barbara Marmon	9
Orange by Leanne Poncho	10
Pineapple by Brian Enditto	11
Pumpkin by Jeremy Lujan	12
Wheat by Kevin Day	13

Credits

Text by students in Abby Moquino's eighth grade social studies classes at Santa Fe Indian School.

Illustrations by Cory Pino, Laguna/Acoma; an eighth grader at Santa Fe Indian School.

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Pueblo Architecture

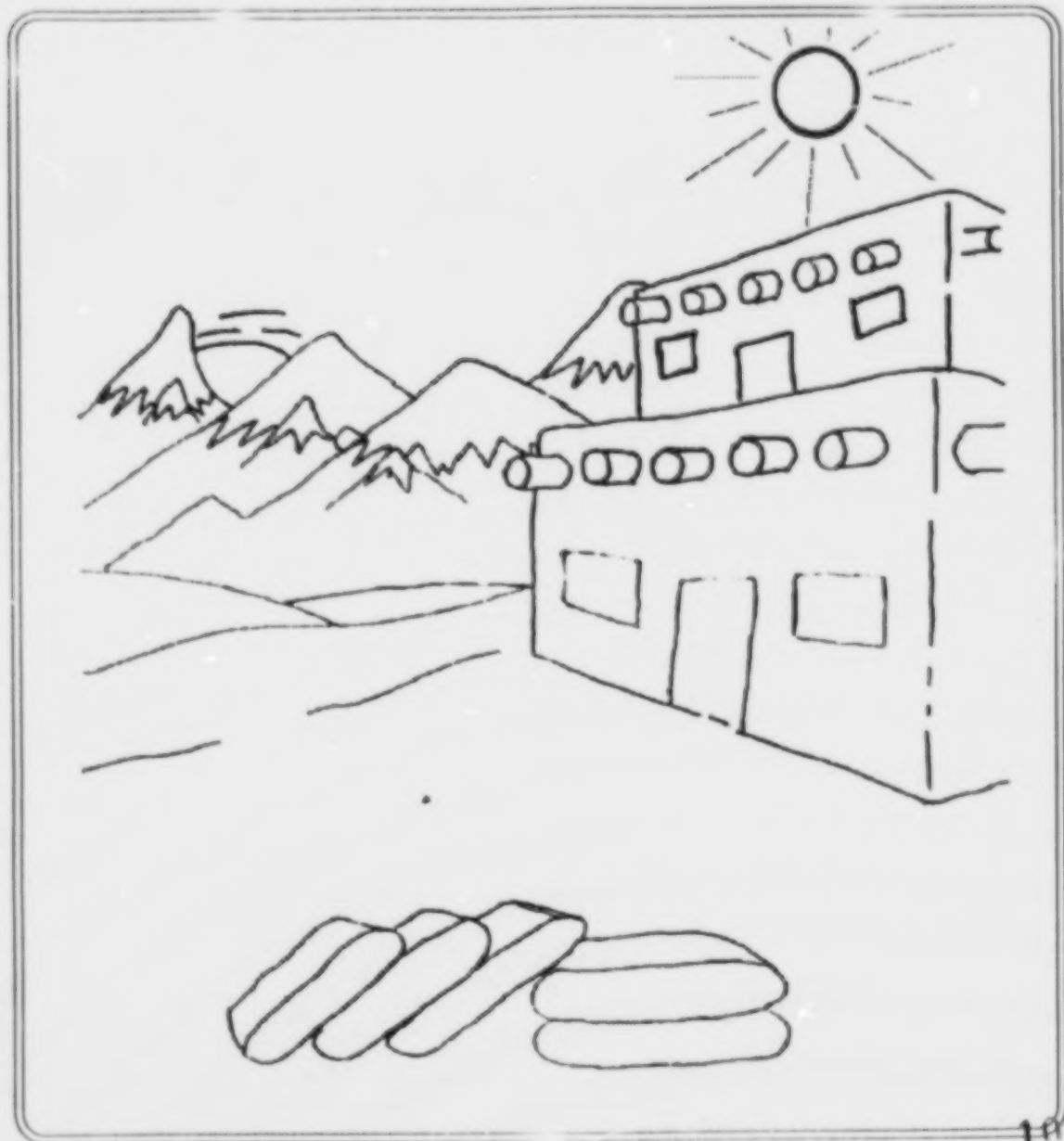
by Julian Abeita

Long before the Spanish came, Native Americans in the Southwest used adobe for building in the form of layers of sun-dried clay. The Spanish had learned to make adobe bricks from the Moors. They brought this different adobe technique with them.

Adobe brick is made by wetting clay soil and mixing straw. The adobe mix is poured into molds and put in the sun to dry. In dry climates today, adobe is still considered an excellent building material.

Pueblo architecture is a popular housing style throughout the US. The unique homes are solar efficient buildings with beams and fireplaces.

105



109



The Chicken

by Shannon Atencio

The chicken came from China to Europe to the Americas.

It is related to the pheasant and has different colored feathers of red, brown, white and black. Most chickens are about a foot and a half high and are bred so that they can't fly. The male is called a rooster. It is usually a brighter color than the female, has a comb and a longer tail.

Some people raise their own chickens, but most are bred on big chicken farms. People eat chicken eggs. Chicken meat, fried, boiled, broiled or grilled, is a bigger favorite, especially for health reasons. Carefully prepared chicken is high in nutrients and low in fat.

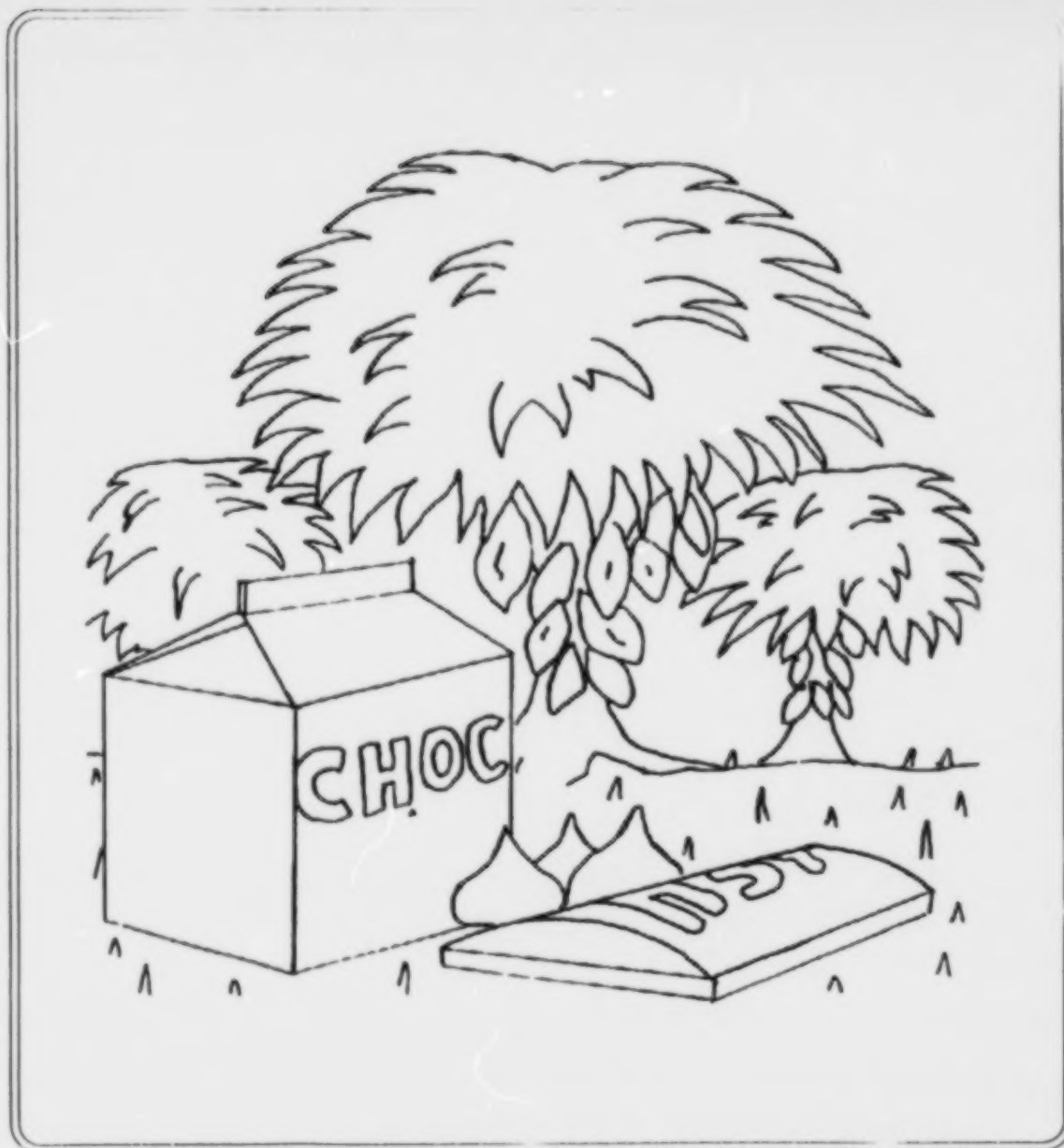
Cocoa-Chocolate

by Stacy Quintana

The cocoa tree was first cultivated in South America by Indians who valued the drink they brewed from its seeds. Cortez took the seeds back to Spain and from there chocolate spread to the rest of the world.

Chocolate comes from the cocoa tree. The tree grows pods which contain the seeds. The seeds must be roasted to be edible. Chocolate is prepared from the seeds in many ways.

Chocolate is one of the most popular snack and dessert flavors in the world. People eat it in cakes, cookies, candy bars, sauces and ice cream, and drink it in hot, cold and carbonated drinks.





Coffee

by Clarita Brown

Coffee spread from Ethiopia to Arabia, then to Turkey and from there to Italy. The Europeans brought it to America. Now parts of Central and South America are the main producers of coffee beans in the world.

Coffee is grown on a bush with little red berries. The brown bean is inside the berry. It has a strong smell.

The beans are roasted then brewed with water to make a drink high in caffeine. It is a favored "pick-me-up" beverage around the world. The people of the United States use one fifth of the world's coffee bean production.

Corn

by George Kihega

Corn as a crop originated in Mexico. The plant's deep roots and nutritious produce made it a dependable food source even in difficult farming conditions. Today it is the main food in human and livestock diets in many countries of the world.

Corn grows in leaf-covered ears from a tall green stalk. Ears of corn have rows of sweet, juicy kernels. The kernels can be yellow, red, blue or purple.

Corn can be eaten "on the cob." It is made into flour, flakes, chips and popcorn. Corn is the main feed for livestock. Its by-products are used as sweeteners, oils and in manufacturing. Among Indians, corn has spiritual significance.





The Cow

by Barbara Marnion

Christopher Columbus first brought longhorn cattle to the Americas from Spain in 1493.

Cows are heavy, four-legged, grazing animals. They can be colored white, tan, red, brown and black. Some cows are raised to produce milk. The females are kept as long as they can be milked. The calves are butchered for meat. Beef cattle are raised for meat.

All parts of cattle are used, either for cuts of meat or in processed meat products, such as hot dogs. The skin is used to make leather goods. The bones and other by-products are used in pet foods. The United States is the largest cattle producing country in the world.

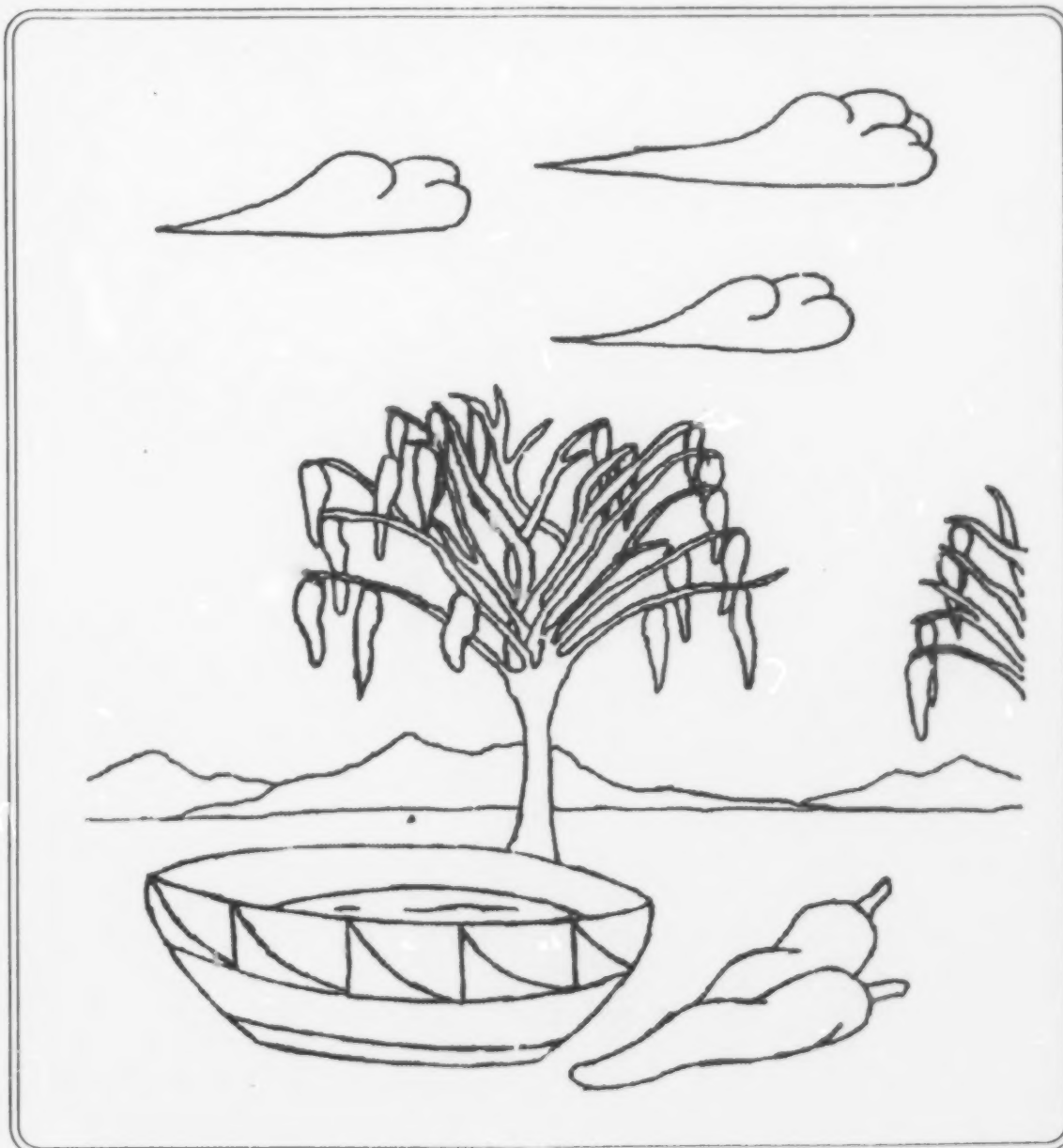
Chili

by Dion Vallo

Chili peppers were first cultivated in Central and South America in pre-Columbian times. Chili seeds were carried to Europe by the Spanish and from there spread throughout the world.

Chili peppers can be green, red or yellow. The shiny, cone-shaped vegetable grows on a small bush. The plant grows best in hot, sunny climates.

There are many varieties of chili, most are hot but some are mild in flavor. Chili is used cooked in soup, stews, and sauces. It also eaten fresh, as a topping or in salsa--a Native American mixture of chili and tomatoes. Salsa is popular with health conscious eaters.





122

123

The Orange by Leanne Poncho

The orange is the most popular fruit in the world (the apple is second). The orange originated in Asia, then spread to Europe and from there to the Americas. Today, the United States grows one third of the world's orange production.

Oranges grow on medium-sized trees with dark green, shiny, evergreen leaves. The trees only grow in subtropical and tropical climates. The fruit is round and covered by a tough skin which is green before ripening into bright yellow or orange.

Oranges are eaten fresh, canned or as a flavor in other foods. Orange juice is a very popular breakfast drink in the US.

The Pineapple

by Brian Enditto

The tropical fruit, pineapple, originated in the Paraguay basin of South America. The Caribs offered it to Columbus in 1493. From there it was introduced into all of the tropical lands the Spanish visited. China is the world's largest pineapple producer today, but Americans associate the fruit with the state of Hawaii.

The pineapple plant looks like yucca or aloe, with thick, bladelike leaves that have spiny edges. The fruit grows from the top.

Pineapples are sold fresh or canned. Pineapple juice is also a popular way to enjoy the sweet, tangy flavor of this fruit.





Wheat

by Kevin Day

Wheat was cultivated 9,000 years ago in the Middle East. From there it spread to Europe and China. Wheat was brought to the Americas by the Europeans but it did not become as popular as corn until a winter-hardy variety was planted in the Great Plains in the 1800s.

Wheat is a grain. It is related to grass. It grows as seeds on top of a tall thin stalk that turns golden when ripe.

Wheat is ground into flour to become the main ingredient in bread, pastry and pastas such as macaroni and spaghetti. Wheat products are the staple of diets around the world, valued for their taste and nutritional value.

The Pumpkin

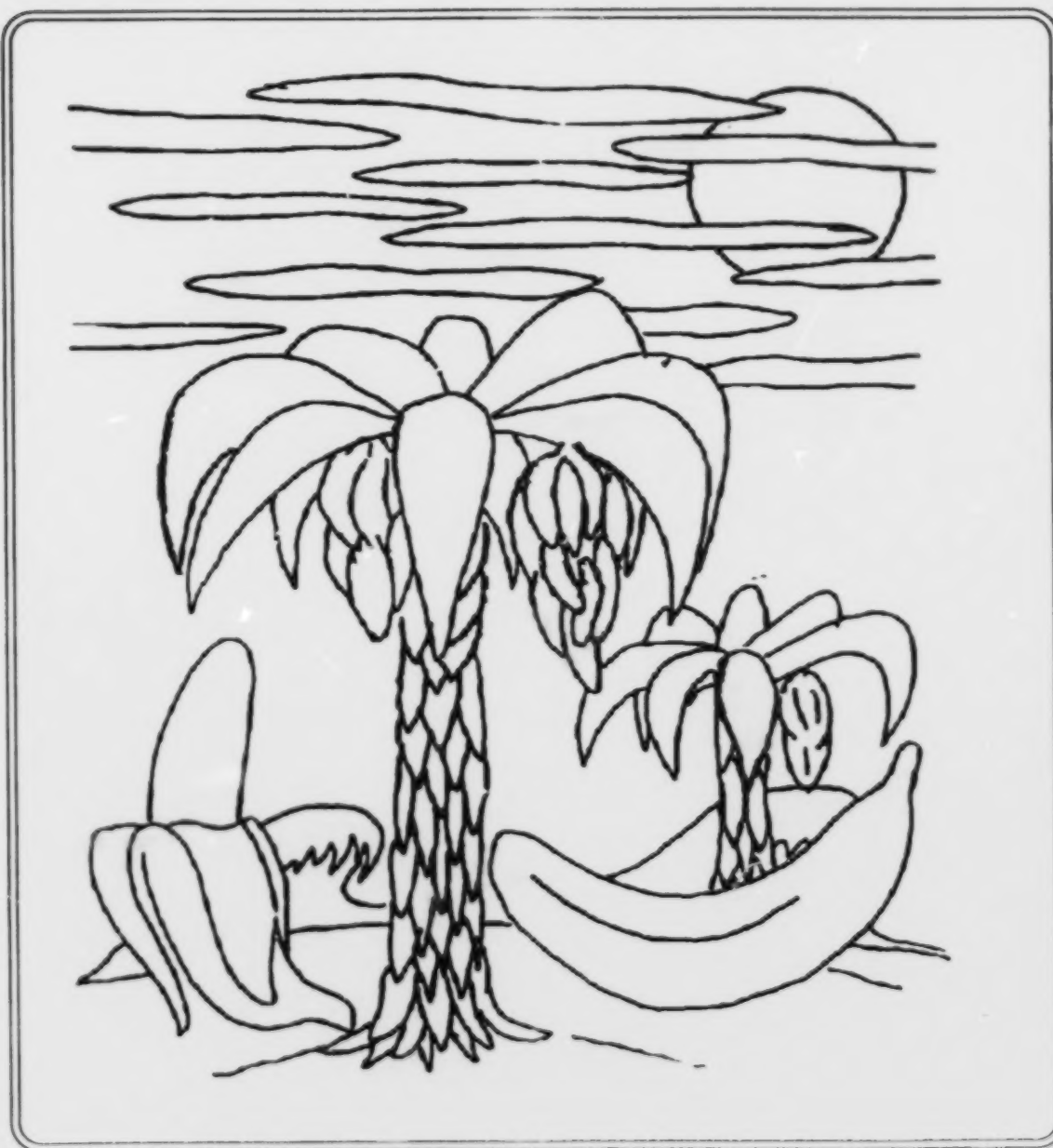
by Jeremy Lujan

The pumpkin was first cultivated by the original people in North America, around 7000 to 5500 BC. Today, pumpkins are grown around the world.

Pumpkins are a large, orange squash. They are generally round. They ripen late in Autumn and are a symbol of the harvest season.

The pumpkin is used for food in a variety of ways. The inside meat is scooped out to make pies and cakes. Or the pumpkin meat is chopped up to serve in soups or stews. Pumpkin seeds are a popular snack food. Pumpkins are carved and lit with candles to make jack-o-lanterns for Halloween.





Banana

by Tanya DeCora

The banana was first cultivated in Asian tropics. It was brought to the American tropics by the Spanish. The first bananas came to the US in 1804. They were sold singly, in tin foil wrappings.

The banana plant is an herb. Its stalk is made of overlapping leaves. The fruit grows in bunches, only one to a plant. But each bunch may contain over one hundred bananas. Most bananas turn yellow when ripe.

The nutritious banana is an essential food for tropical people and exporting it is a major part of their economies. The cutting down of rain forests for the cultivation of commercial banana crops a major problem in the world today.

Tomato

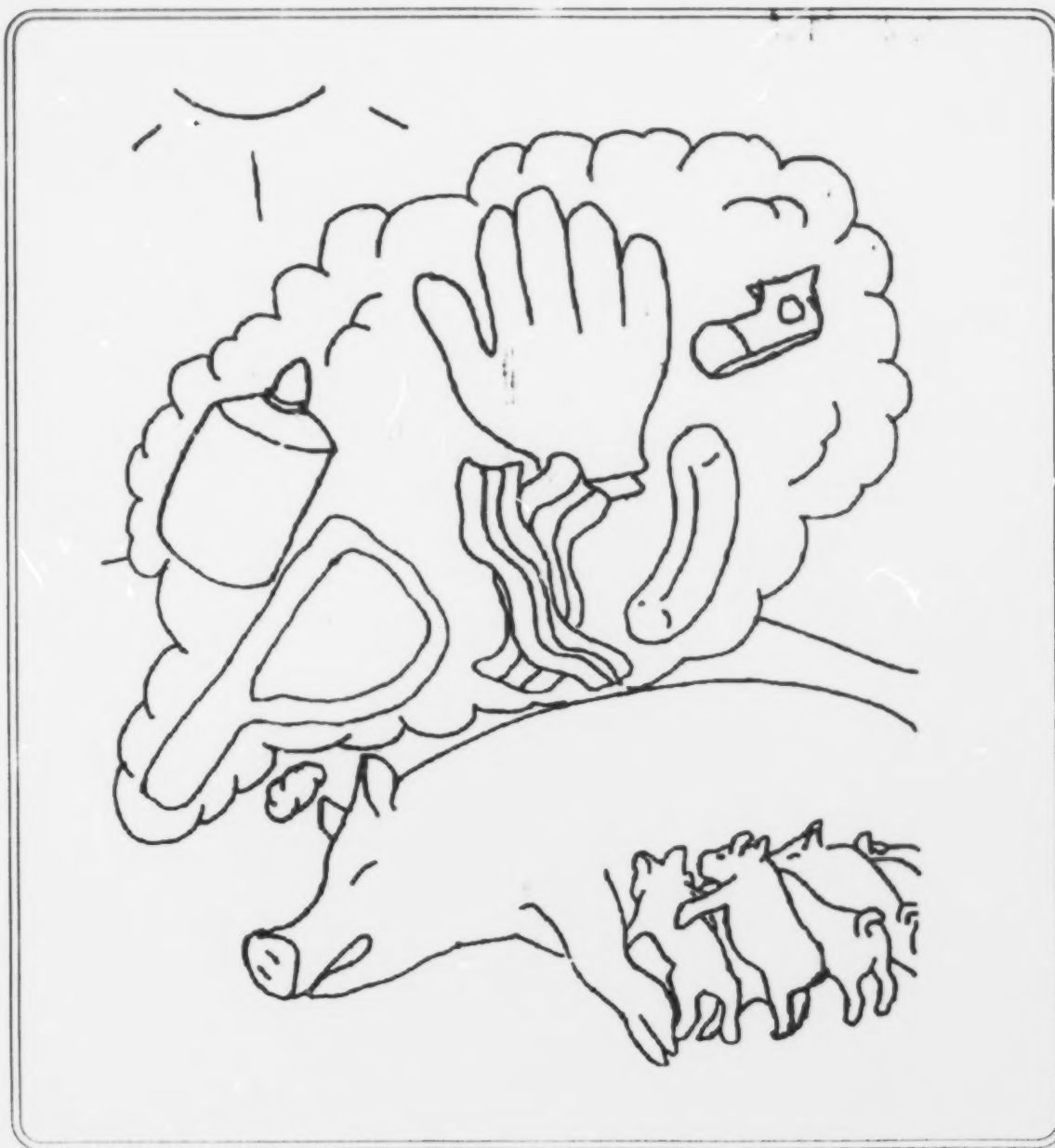
by Fran Abeyta

The tomato originated in the Andes region of South America. Migration and trade carried it to North America more than 3,000 years ago. The Spanish introduced the tomato to Europe in the 16th century.

The tomato is really a fruit, not a vegetable. It is grown on a bush. The fruit develops from small, yellow, bell-shaped flowers. The tomato plant is related to deadly nightshade and was thought to be poisonous in some parts of the US until the 19th century.

Tomatoes have more uses and are canned in greater quantities than any real vegetable. They are the main ingredient in soups, sauces, juices and relishes in regional foods throughout the world.





Hogs

by Clint Shroulote

Colonists from Europe brought domesticated hogs to the Americas in the early 1500s. About a fourth of the meat eaten in the US comes from hogs.

Farmers in the US grow mostly crossbred or hybrid hogs, produced by mating parents of different breeds. These are more active at birth, grow more rapidly and have bigger litters than pure bred types. Hogs can be black, pink, brown, white or spotted.

People eat the meat of hogs as pork chops, spareribs, ham, bacon or sausage. Leather from hogs is used in clothing and sporting equipment. Hog fat is made into lard, soaps, salves and explosives. Medicines are made from hog blood and glands.

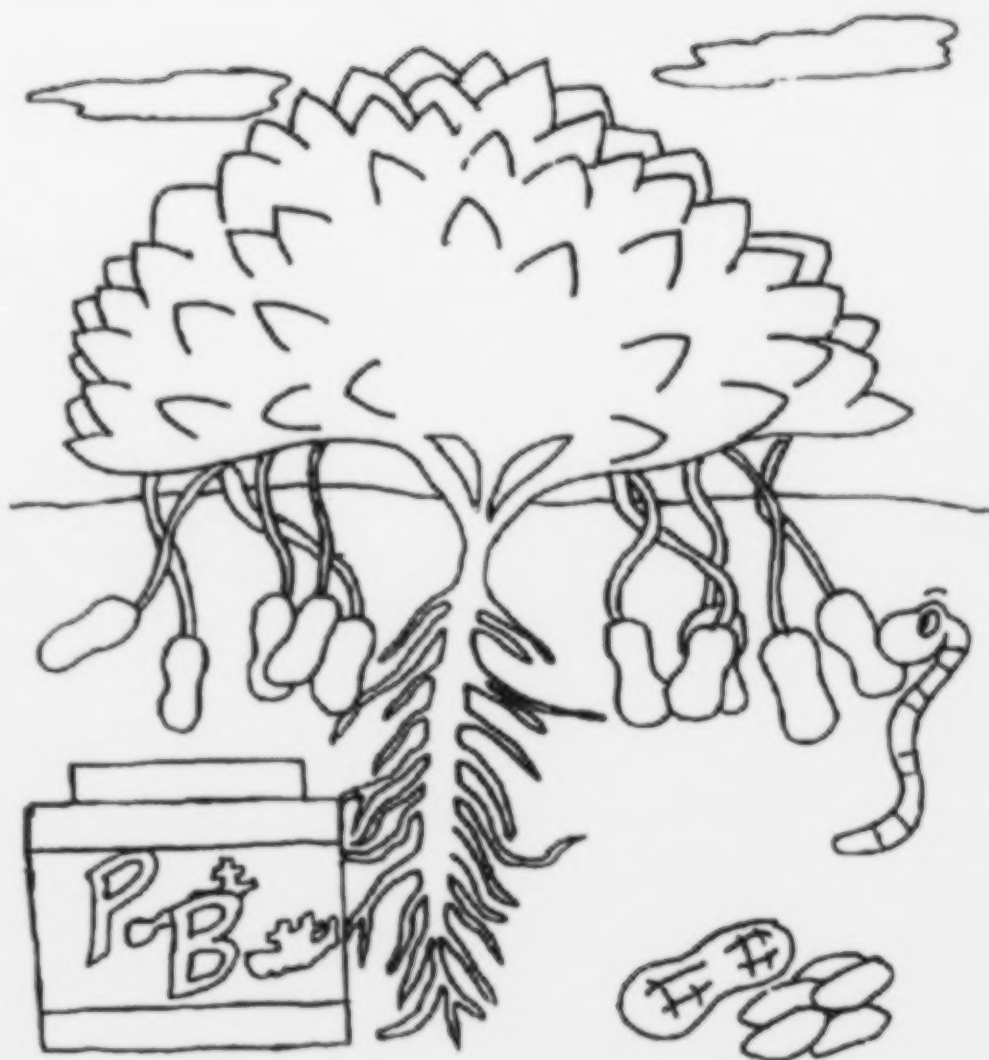
Peanut

by Bernard Teba

Peanuts are native to South America, where the Indians cultivated them over 1,000 years ago. Early European settlers in the US fed peanuts to their hogs. However, there is more nutrition in a pound of roasted peanuts than a pound of pork.

The peanut is a legume, more closely related to peas and beans than to nuts. It is unusual because its pods develop underground. It grows on a bush from which "pegs" push down into the ground. The tip of the peg becomes the peanut pod.

Peanuts are used for food in a variety of forms. Peanut oil is used in soaps, cosmetics and explosives. Its shell is used to make plastic and wallboard.





Rice

by David Wilkie

People first cultivated rice for food 5,000 years ago in Southern China and Southern Asia. Traders took rice to other parts of the world. The Europeans brought it to North America.

Rice is an annual grass that grows four feet tall. There are many varieties of rice around the world. The grains of these rice plants may be white, brown, red, or black and maybe short, long, thick or thin.

For more than half the population of the world, rice is the most important part of their diet. Beside food, rice flour is used in cosmetics, rice oil has industrial uses and the rice hull, or shell, is used for fuel.

Potatoes

by Cherie Lesarilly

The potato was first grown in the Andes region of South America. The part of the plant we eat is the fat ends of its underground stems.

The potato comes in many shapes and sizes. The skin can be brownish white to purple. The inside ranges in color from white to dark blue.

Potatoes can be cooked in a lot of ways. They can be french fries, potato chips, baked potatoes, mashed potatoes, or bread. They are used in other ways too, such as a thickener in foods, in making paper and it can also be cut into shapes to paint.

The potato is one of the main food groups in the world. It is a staple in the diet of people everywhere.





142

Horses by Heather Quintana

The horse originated on the North American continent. But the native horse died out 8,500 years before the Spanish brought their horses from Europe.

There are many different breeds of horses each having its own look. Horses can be as small as the Shetland pony, weighing under 800 pounds or as large as the Clydsdale some weighing over 2,000 pounds.

In past times horses were used for transportation and to power industrial machines. Today horses may still be used as work animals on ranches, but mostly they are used for sport and recreation.

143

Tobacco

by Kristina Morning
Dove

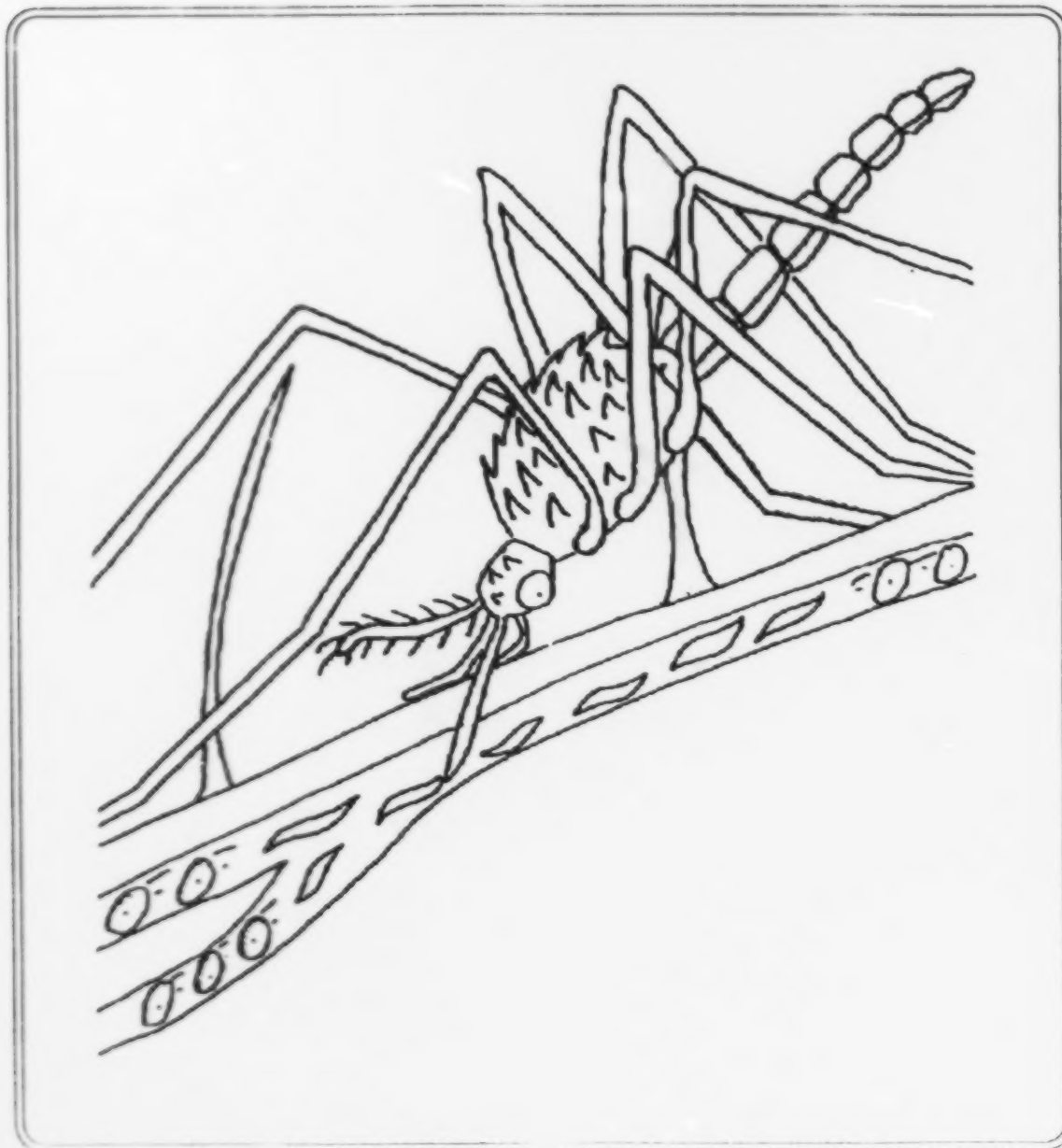
Tobacco, a relative of the tomato and the potato, was first grown by Native Americans. Columbus brought tobacco seeds back to Europe from the Americas.

The tobacco plant grows up to six feet tall with leaves about 30 inches long and 15 inches wide. The plants range from light green to dark green in color. They have sweet-smelling pink flowers at the top that can produce a million tiny seeds. The annual value of U.S. tobacco products, cigarettes, cigars, chew, and snuff, is 17 billion dollars. But the nicotine and other chemicals in tobacco causes lung disease, heart attacks, and stomach ulcers.

144



145



Malaria

by Milo Bitsuie

Malaria is a dangerous disease that was brought to our world by the Europeans. It was a killer of many Native Americans. Other diseases, such as smallpox and measles, brought from Europe also killed millions of Native Americans.

Malaria is caused by parasites in the blood. It is passed from person to person by mosquitoes. It causes reoccurring high fever and chills and can result in death.

Malaria has no use except to reduce the worlds population. Over two million people a year die of malaria even though there are drugs that can cure it.

Quinine

by Nicole Naranjo

Quinine comes from the Cinchona tree that grows along the eastern slopes of the Andes mountains in South America. The Quechua Indians used it for medicine long before the Spanish came.

Quinine is a bitter white powder made from the Cinchona's bark. The tree is an evergreen with shiny green leaves and white or purple flowers that look like lilacs.

Quinine is used to fight the disease malaria and other tropical fevers.



COGNITIVE SKILLS

Sequence Unit

Categorization Unit

For Middle School Students



designed
by
Grace Herrera
for



Learning Approaches Research Center



Santa Fe Indian School
Santa Fe, NM
1993

SANTA FE INDIAN SCHOOL

Cognitive Skills

Preface

The cognitive skills unit uses selective information processing skills from the National Association of Secondary School Principals Learning Style Profile. These skills include analytic, spatial, discrimination, categorization, sequential process, spatial and memory. This unit is intended to improve individual performance in these previously acquired skills.

Students will review, practice and understand the relationship between these thinking skills and apply them to other subject areas. Study skills and Learning styles are exercised throughout each activity in this unit, to reinforce concepts.

The cognitive unit is very challenging and, although students become frustrated and determined to solve problems, they enjoy the lessons very much and are never bored with them. Recommended texts are Building Thinking Skills Book-3 Verbal and Book-3 Figural. These two books let students experience left and right mode work problems.

UNIT LESSON PLANS

Sequence Skills Unit

Goals: Students will improve performance on specific thinking skills.

Objectives: To become familiar with analytic, spatial, sequential, discrimination, categorization, and memory skills.
To practice and improve individual thinking skills.
To demonstrate ability in the six skills.
To apply skills in other subject areas.

Developed by Grace Herrera at the Santa Fe Indian School Learning Approaches Research Center

Technical assistance by Mary Herrera

Edited by Linda Lippitt

The Unit Plan is based on the 4MAT model as developed by Bernice McCarthy in The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques, 1980, 1987. 4MAT is a registered trademark of the publisher, EXCEL, Inc., 200 West Station Street, Barrington, IL 60010.

Santa Fe Indian School

4MAT Activity Plans*

Unit: Cognitive Skills

Concept: Sequence

Developed by Grace Herrera



Indian Perspective



Visual Mode



Auditory Mode



Kinesthetic/Tactile Experiences

4-L Analyze Personal Application

Cut out paragraphs from individual stories and rearrange for classmates to try and put back in order. Correct arrangement of paragraphs will be revealed by author.

3-R Personalize the Concept

Create a fictional five paragraph story to be used later in a sequence test.

3-L Practice the Concept

Practice different types of sequence:

- math
- shapes
- paragraph

4-R Celebrate Knowledge Gained

Hold a contest for the five best creative stories to be used in a sequence test. Winners of the contest do not have to take test.

1-R Create an Experience

Review items such as numbers, Pueblo feast days, holidays and calendar months to determine what they all have in common.

1-L Analyze the Experience

Discuss and compare the sequence between Indian Feast days to national holidays.

2-R Integrate Experience and Analysis

Break up into small groups and brainstorm other ways that sequence fits into their daily life.

View and explain different types of sequencing, such as math problems, putting paragraphs of a story in correct order, and shape patterns.

2-L Teach the Concept

153

154

Quadrant 1-Right Mode**Create an Experience**

- Objective:** Students will determine what specific items have in common.
- Materials:** Chalk board and chalk
- Activities:** 1. The months of the year January through August, Pueblo feast days starting in May ending with September and holidays beginning with New Years Day are all written on the board. Students review the board and try to determine what each of these items have in common. The numbers, alphabet and shape patterns can also be written on the board to lead students to the concept of sequencing.
- Time:** 10 minutes
- Evaluation:** Participation

Quadrant 1-Left Mode**Analyze the Experience**

- Objective:** To analyze the relationship between Indian feast days to secular and religious calenders.
- Materials:** Secular and religious calenders, chalk and black board.
- Activities:** 1. Students will compare Indian religious feast days to national holidays and sequence them according to the month they fall on.
- Time:** 20 minutes
- Evaluation:** Participation in discussion.

Quadrant 2-Right Mode**Integrate Experience with Analysis**

- Objective:** To expand the concept of sequence in other settings.
- Materials:** Paper and pencil
- Activities:** 1. In small groups brain storm ways that sequence is used in their daily lives. For example: the pizza delivery person must know the sequence of addresses to locate a house for delivery. The group with the most creative answers get to share their answers first.
- Time:** 15 minutes
- Evaluation:** Participation

Quadrant 2-Left Mode

Teach the Concept

- Objective:** Students will learn different types of sequencing.
- Materials:** Handout sheet #1, clear transparency, water base marker, and overhead projector.
- Activities:**
1. The incomplete math patterns from Handout #1 can be written onto the clear transparency for students to view on overhead projector. Each math sequence will be worked out one at a time for students to try and finish on their own paper.
 2. A short story with about three or five paragraphs can be copied onto a transparency. Paragraphs to the story will be rearranged for students to put back in sequential order so that story makes sense. Students rewrite story.
 3. Incompleted shape patterns are written onto a clear transparency for students to complete on their own paper.
 4. After students have finished all three activities, the solution to the math sequence will be displayed and explained for students to learn and practice at a later time. The correct paragraph and shape sequences will be explained and displayed for students to compare with their own papers.
- Time:** 45 minutes
- Evaluation:** Individual papers

Quadrant 3-Left Mode

Practice the Concept

- Objective:** To practice the concept of sequence.
- Materials:** Handouts #'s 2, 3, 4, and pencils rather than pens.
- Activities:**
1. Students will practice paragraph, math, and shape sequence. The math sequence will be reviewed before students begin. The math problems are fairly easy for students to adapt to the steps in completing the patterns. Harder problems are given as students progress. Students can complete work sheets in any order.
- Time:** 60 minutes
- Evaluation:** Completion of work sheets and accuracy.

Quadrant 3-Right Mode

Personalize the Concept

- Objective:** To create individual stories to personalize the concept of sequence.
- Materials:** Paper and pencil

Activities: 1. Students create a fictional five paragraph story. A rough draft and final paper will be turned in. The two most creative papers will be chosen from each class to be used later in a sequence test. Winning participants will make a copy of their story and this will serve as a key. As a reward, winning students will not be obligated to take the test.

Time: 90 minutes

Evaluation: Final paper of all students checked with no errors.

Quadrant 4-Left Mode

Analyze Personal Application

Objective: Students will practice ability to organize paragraphs.

Materials: Students stories

Activities: 1. All students will make a copy and create a key for their individual stories. Each student will cut out the paragraphs from their own stories and scramble them so that their classmates can try to rearrange at put them back in order for a classmate to put in order. After students have tried several stories the correct arrangement will be revealed by the writer.

2. Students discuss any problems with putting together paragraphs.

Time: 40 minutes

Evaluation: Students check one another's papers with key.

Quadrant 4-Right Mode

Celebrate Knowledge Gained

Objective: Students will demonstrate the ability to organize paragraphs and share stories.

Materials: Student story winners

Activities: 1. The winning stories will be used for a test for students to complete. The test will have five of the winning stories created by students. Students who do not have to take test will help grade papers with teachers supervision. After students complete test, other winning stories will be shared with the class.

Time: 45 minutes

Evaluation: Completion and accuracy on test papers.

Afterthoughts:

Days to complete activity wheel:

Especially successful activities:

Changes to consider

Unit: Cognitive Skills
 Concept: Sequence
 Handout #1

MATH SEQUENCE

Directions: Have students figure out and complete the sequence.

1. 5, 10, 15, 20, _____

2. 10, 20, 30, 40, _____

3. 2, 4, 6, 8, _____

4. 5, 7, 9, 11, _____

5. 8, 8, 16, 48, _____

Sequence with shapes

1.     _____

2.      _____

3.      _____

4.    

5.    

6.    

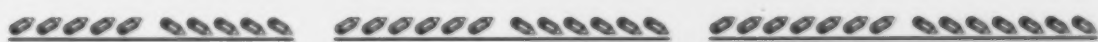
Unit: Cognitive Skills
 Concept: Sequence
 Handout #1

MATH SEQUENCE ANSWER KEY

Directions: Have students figure out and complete the sequence.

1. 5, 10, 15, 20, 25 30 35 40 Increasing by fives
2. 10, 20, 30, 40, 50 60 70 80 Increasing by tens
3. 2, 4, 6, 8, 10 12 14 16 Even numbers increasing by twos
4. 5, 7, 9, 11, 13 15 17 19 Odd numbers increasing by twos
5. 8, 8, 16, 48, 192 960 5760 40320 Starting with 8 and multiplying by 1 then 2, 3, ect.

SEQUENCE WITH SHAPES

1.  Shapes increase by one.
2.  Shapes sequence is up then down and they increase by one.
3.  Sequence is triangles at ends then squares at ends.
4.  Sequence is counter clockwise.
5.  Star is moving clockwise by two spaces, three spaces then four spaces.
6.  Lines are moving left, right, left right.

Unit: Cognitive Skills
Concept: Sequence
Handout #2

Directions: Find a non-fiction article of four or five paragraphs. Scan the newspaper for articles of current interest which have a clearly developed sequential structure. Cut the paragraphs apart and arrange them out of sequence. Transfer the paragraphs to an overhead transparency. Have students copy paragraphs to their papers, guessing the original sequence. Discuss other arrangements which would also be possible.

Cognitive Unit
Concept: Sequence
Handout #3

1. 1, 5, 9, 13, _____
2. 2, 6, 10, 14, _____
3. 8, 8, 16, 48, _____
4. 13, 18, 23, 28, _____
5. 60, 57, 54, 51, _____
6. 2, 4, 12, 48, _____
7. 30, 32, 34, 36, _____
8. 50, 43, 36, 29, _____
9. 15, 30, 60, 120, _____
10. 22, 44, 66, 88, _____

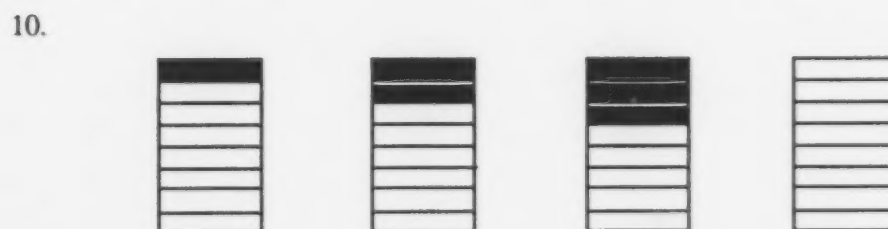
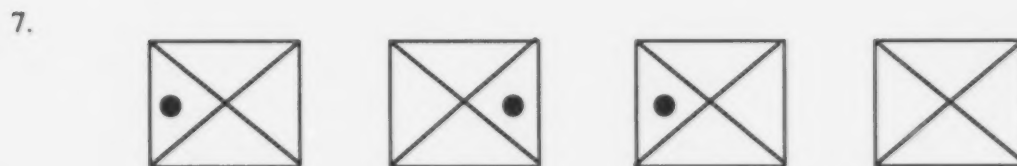
Cognitive Unit
Concept: Sequence
Handout #3

Answer Key

1. 1, 5, 9, 13, 17 21 25 Numbers increase by 4
2. 2, 6, 10, 14, 18 22 26 Numbers increase by 4
3. 8, 8, 16, 48, 192 960 5760 Multiplied by 1,2,3,4 ect.
4. 13, 18, 23, 28, 33 38 43 Numbers increase by 5
5. 60, 57, 54, 51, 48 45 42 Subtracted by 3's
6. 2, 4, 12, 48, 240 1440 10080 Multiplied by 2,3,4,5 ect.
7. 30, 32, 34, 36, 38 40 42 Multiplied or added by 2's
8. 50, 43, 36, 29, 22 15 8 Subtracted by 7's
9. 15, 30, 60, 120, 240 280 560 Multiplied by 2
10. 22, 44, 66, 88, 110 132 154 Numbers increase by 22

Unit: Cognitive Skills
Concept: Sequence With Shapes
Handout # 4

1.    _____
2.    _____
3.    _____
4.    _____
5.    _____



Unit: Cognitive Skills
 Concept: Sequence With Shapes
 Handout # 4

ANSWER KEY

1. ▲■▲■

2. ■■■■■

3. ○▲○▲

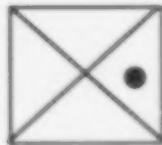
4. ○▲×○

5. ⊗×✓□

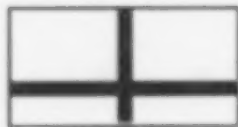
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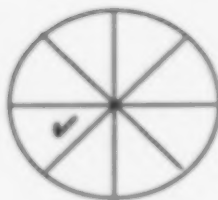
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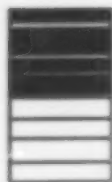
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9.



10.



UNIT LESSON PLANS

Categorization Skills Unit

Goals: Students will improve categorization skills and apply it in other subject areas.

Objectives: To learn about categorization skills.
To identify and practice study skills.
To apply skills to other subject areas.

Developed by Grace Herrera at the Santa Fe Indian School Learning Approaches Research Center

Technical Assistance by Mary Herrera

Edited by Linda Lippitt

The Unit Plan is based on the 4MAT model as developed by Bernice McCarthy in The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques, 1980, 1987. 4MAT is a registered trademark of the publisher, EXCEL, Inc., 200 West Station Street, Barrington, IL 60010.

Santa Fe Indian School

4MAT Activity Plans*

Unit Cognitive Skills

Concept Categorization Skills

Developed by Grace Herrera



Indian Perspective



Visual Mode



Auditory Mode



Kinesthetic/Tactile Experiences

4-L Analyze Personal Application

Examine groups of pictures and decide which standards students used to categorize each set.

3-R Personalize the Concept

Create a worksheet for students to practice categorizing with magazine pictures.

Practice categorizing, using word stems on Worksheet #1.

3-L Practice the Concept

4-R Celebrate Knowledge Gained

Exchange individual worksheets for students to complete.

1-R Create an Experience

Separate six students into three groups and write a list of similarities and differences for each group. Ask students why they think they were put into those groups. Write the reasons on the board.

1-L Analyze the Experience

The class creates its own list of reasons for the groupings. The teacher presents his or her reasons. Examine the commonalities and discuss other possibilities.

2-R Integrate Experience and Analysis

Choose six students from the class and put them into groups of three according to student developed categories.

Define the term "category." List examples of categorizing on the board.

2-L Teach the Concept

166

167

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The wheel is based on McCarthy, *The 4MAT System: Teaching in Learning Styles with Right-Left Mode Techniques*, 1986, 1987.

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Quadrant 1-Right Mode

Create an Experience

- Objective:** Students will examine and determine similarities between two groups.
- Materials:** Blackboard and chalk.
- Activities:** 1. Separate six students into two groups of three according to specific similarities or differences. Write a short list of similarities and differences about each group. Have the rest of the class try to guess why you separated the students into these groups. Write student responses that match your list on the blackboard.
- Time:** 15 minutes
- Evaluation:** Participation

Quadrant 1-Left Mode

Analyze the Experience

- Objective:** Students will analyze similarities between two groups.
- Materials:** Blackboard and chalk
- Activities:** 1. After students have guessed the similarities and difference on your list, explain your reasons for separating the two groups. Have them discuss other possibilities of differences and likenesses of the two groups and write ideas on the board.
- Time:** 25 minutes
- Evaluation:** Participation and discussion.

Quadrant 2-Right Mode

Integrate Experience with Analysis

- Objective:** Students will experience categorizing and analyzing similarities between two groups of their peers.
- Materials:** Paper and pencil.
- Activities:** 1. Students will choose six of their classmates' names and separate them into two groups of three. They will then categorize them according to what similarities or differences each observes. Each student will have a different list of names. Students decide how they want to categorize the names and make a list of reasons for separation. Each student will take a turn calling out the six names according to how he/she has grouped them. The rest of the class and the teacher examine the student's selection and try to guess his/her reasons for separation. Student then reveals his/her reasons.
- Time:** 50 minutes
- Evaluation:** Participation

Quadrant 2-Left Mode

Teach the Concept

Objective: Students will define categorizing.

Materials: Paper, pencil, note section of binder, and Handout #1.

Activities: 1. Students are asked to give the definition of categorizing inferring from their classroom experiences. The correct response will then be written on the board for students to write in the cognitive definitions sheet in the note section of their binders. Examples of categorizing will be written on the board with student participation. Students will enter examples into the note section of their binder.

Time: 50 minutes

Evaluation: Notes and participation.

Quadrant 3-Left Mode

Practice the Concept

Objective: Students will practice categorization.

Materials: Handout #2 and pencil.

Activities: 1. Students review notes on examples of categorizing. Students complete worksheet. Students will complete similar worksheets for practice before taking a categorizing quiz.

Time: 40 minutes

Evaluation: Completion of handouts and understanding of handouts.

Quadrant 3-Right Mode

Personalize the Concept

Objective: Students will demonstrate understanding of categorizing by creating and organizing a categorization handout.

Materials: Magazines, scissors, glue, paper, and pencil.

Activities: 1. Students will cut out pictures from magazines to create a categorization paper. Students will invent three different categories and glue each picture into one of the three different categories accordingly.

Time: 40 minutes

Evaluation: Completion of handouts.

Quadrant 4-Left Mode

Analyze Personal Application

Objective: Students will analyze personal categorization handouts.

Materials: Student's created categorization handouts and pencil.

Activities: 1. Students will examine their own groups of pictures and decide on what standards they based their decision for categorizing. Students will write their standards on the back of the same paper. This will serve as a key when students exchange papers.

Time: 15 minutes

Evaluation: Completion of key.

Quadrant 4-Right Mode

Celebrate Knowledge Gained

Objective: Students will access and explain worksheets to classmates.

Materials: Individual handouts.

Activities: 1. Students will exchange papers among themselves. Each student will try to guess the others standards for separation. Students are not allowed to look at the key. After having exchanged at least four other papers, each student will then share and explain their own standards.

Time: 45 minutes

Evaluation: Completion of at least four handouts.

Afterthoughts:

Days to complete activity wheel:

Especially successful activities:

Changes to consider:

Resources

Black, Howard and Sandra. Building Thinking Skills, Book-3 Figural and Verbal. Midwest Publications. 1985. Specific Grove, CA

Cognitive Unit
Concept: Categorization
Handout #1

Examples of Categorization

*The following examples should be written on the board.

Ask students what the following words have in common.

1. Crow, eagle, robin **Answer: Animals or birds (answers can still vary)**
2. Apple, cherry, stop sign **Answer: Things that are red or the color red**
3. Deer, dog, horse **Answer: Animals or four legged animals**
4. Magazine, book, news paper **Answer: Things you read or things made out of paper**

Help students categorize the following "Native American" (pueblo) words into at least three categories.
Create labels for the categories.

kiva	pueblo	belt	necklace	bread
moccasin	corn	sash	chili	kilt
village	bells	squash	reservation	leggings
Food		Costume		Places

Cognitive Unit
Concept: Categorization
Handout #2

Directions: Put the following words into four categories. Give each category a label. Use a dictionary to help you categorize the words you do not understand.

Word list

- | | | | | |
|-------------------------------------|------------------------------------|---------------------------------------|------------------------------------|--------------------------------------|
| ☐ Yukon | ☐ teacher | ☐ Colorado | ☐ senator | ☐ Portugal |
| ☐ train | ☐ Pecos | ☐ cartographer | ☐ Nile | ☐ dancer |
| ☐ governor | ☐ air plane | ☐ Ireland | ☐ professor | ☐ Mississippi |
| ☐ automobile | ☐ Canada | ☐ Rio Grande | ☐ bus | ☐ Honduras |
| ☐ Finland | ☐ Hungary | ☐ boat | ☐ student | ☐ Snake |

"A LA CARTE" (SHORT STORY)

**A STUDY SKILLS UNIT: LISTENING,
NOTETAKING, QUESTIONING
FOR MIDDLE SCHOOL STUDENTS**

designed
by
Susan Webster Read
for
Learning Approaches Research Center



Santa Fe Indian School
Santa Fe, NM
1992

SANTA FE INDIAN SCHOOL

A La Carte

Study Skills: Listening and Questioning

Preface

"A La Carte" is a short story about a boy who thinks he wants to become a factory worker, but whose father wants him to have a more brilliant career. The story, written by Jeffery Archer, appeared in the short story book, A Twist in the Tale. The whole idea in the A La Carte unit is to show students how alike fathers and sons are world wide. Students will not have a copy of the story to bring home, they must listen and follow along with the in-class reading, developing cognitive skills as well as practicing study skills. They will be required to take notes on the plot, setting, and themes in the story, and will need to notice the distinctly British terminology.

Additionally, students will explore their own parental relationships and perhaps better understand parent motives. Their interpretive skills will again be challenged by writing factual, interpretative and evaluative questions about themselves and about the story.

Students will practice group dynamics skills and listening skills. They will evaluate other students' questioning skills and be able to develop their own ideas orally.

A La Carte

UNIT LESSON PLANS

Goals: The goals for this unit include a complete and relevant practice of study skills, both in theory and application. The emphasis is on listening and questioning, but all aspects of study skills will be covered. Since the students will be required to apply study skills to a specific text, it won't have the basic rote sensation of most study skills units.

Objectives:

- To practice creative imagination.
- To examine personal response and empathize with someone.
- To share personal responses with trusted friends.
- To listen for specific detail.
- To listen for main ideas, themes.
- To analyze individual behavior as it relates to self.
- To recognize differences between British and American English.
- To practice questioning skills.
- To take notes.
- To apply notes to specific situations.
- To speak with clarity and coherence.
- To synthesize information and develop interpretation.
- To evaluate responses.
- To make a chart of things learned.

Developed by Susan Read at the Santa Fe Indian School Learning Approaches Research Center
Technical assistance by Mary Herrera

The Unit Plan is based on the 4MAT model as developed by Bernice McCarthy in The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques, 1980, 1987. 4MAT is a registered trademark of the publisher, EXCEL, Inc., 200 West Station Street, Barrington, IL 60010.

Santa Fe Indian School

4MAT Activity Plans*

Unit "A La Carte" (Short Story)

Study Skills: Listening, Notetaking,

Concept Questioning

Developed by Susan W. Read

for Grade 9



Indian Perspective



Visual Mode



Auditory Mode



Kinesthetic/Tactile Experiences

176

4-R Celebrate Knowledge Gained

Make a chart with all the new words learned and pictures or translations of the things. Draw a picture of your dad. Include questions from the box on your chart.

4-L Analyze Personal Application

Choose 10 Interpretative and/or Evaluative questions from your groups list. Put them on separate pieces of paper to be included in 4-R project.

3-R Personalize the Concept

Tell a father and son story from home to your group.

Write Factual, Interpretative, and Evaluative questions about the father and son relationship in "A La Carte"

3-L Practice the Concept

1-R Create an Experience

Guided Imagery. England, working class. Cars-Manufacturing. Factory worker. Children.

Sing the song "Mill Worker"

1-L Analyze the Experience

Write four sentences about your experience as a car wheel "putter onner". Begin statements... I feel..., I think...

2-R Integrate Experience and Analysis

Read your four sentences to your partner. Compare the differences in your thoughts and feelings.

Vocabulary lecture on British and American English. (Take Notes). Read the story "A La Carte" (Theme-- Father and son relationships). Listening Skills.

2-L Teach the Concept

177

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* The wheel is based on McCarthy, The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques. 1980, 1987

Quadrant 1-Right Mode

Create an Experience

- Objective:** To practice creative imagination.
To examine personal response and empathize with someone.
To share personal responses with trusted friends.
To listen for specific detail.
To listen for main ideas, themes.
- Materials:** Guided imagery from the teacher's mind. (See enclosed guidelines.)
- Activities:** Guided imagery about life in England between the wars, factory work, children.
I also sing the song "Mill Worker". But you may want to read it, or play it.
- Time:** 25 minutes
- Evaluation:** Student participation.

Quadrant 1-Left Mode

Analyze the Experience

- Objective:** To practice creative imagination.
To examine personal response and empathize with someone.
- Materials:** Notebooks
- Activities:** Write four sentences about your experience as a factory worker.
- Time:** 6 minutes
- Evaluation:** Student responses.

Quadrant 2-Right Mode

Integrate Experience with Analysis

- Objective:** To share personal responses with trusted friends.
To examine personal response and empathize with someone.
- Materials:** Four sentences.
- Activities:** Read your four sentences, and listen to your partner's. Compare them according to their similarities and differences.
- Time:** 10 minutes
- Evaluation:** Student participation

Quadrant 2-Left Mode

Teach the Concept

- Objective:** To listen for specific detail.
To listen for main ideas, themes.
To analyze individual behavior as it relates to self.
To recognize differences between British and American English.
To practice questioning skills.
To take notes.

- Materials:** Short Story: "A La Carte", by Jeffery Archer
Notebooks
- Activities:** Cover vocabulary on British and American English. (I mark words and phrases in the story that I suspect students may find difficult.) Take notes. Teacher read the story, "A La Carte" aloud.
- Time:** 100 minutes
- Evaluation:** Notes, student responses.

Quadrant 3-Left Mode

Practice the Concept

- Objective:** To recognize differences between British and American English.
To practice questioning skills.
To take notes.
To apply notes to specific situations.
- Materials:** Notes,
Notebooks
- Activities:** Write Factual, Interpretative, and Evaluative questions about the father and son relationship in "A La Carte".
- Time:** 15 minutes
- Evaluation:** Questions

Quadrant 3-Right Mode

Personalize the Concept

- Objective:** To analyze individual behavior as it relates to self.
To practice questioning skills.
To apply notes to specific situations.
To speak with clarity and coherence.
To synthesize information and develop interpretation.
- Materials:** Notes
Notebooks
- Activities:** Tell your partner a story from home about a father and son.
- Time:** 15 minutes
- Evaluation:** Participation, Stories.

Quadrant 4-Left Mode

Analyze Personal Application

- Objective:** To synthesize information and develop interpretation.
To evaluate responses.
- Materials:** Questions about: Father and Son relationships from 3-L.

Activities: In your groups, choose the 10 best interpretative and/or evaluative questions from your list. Put them on separate pieces of paper to be included in 4-R project.

Time: 45 minutes

Evaluation: 10 Questions, participation

Quadrant 4-Right Mode

Celebrate Knowledge Gained

Objective: To synthesize information and develop interpretation.
To evaluate responses.
To make a chart of things learned.

Materials: Notebook notes on British and American English
10 choice questions
Colored pens and paper

Activities: Make a chart with all the new words learned and pictures or translations of the things. Include questions from your top 10 choices. Draw a picture of your father.

Time: 50 minutes

Evaluation: Charts and drawings.

Afterthoughts:

Days to complete activity wheel:

Especially successful activities:

Changes to consider:

Resources

Archer, Jeffrey A Twist in the Tale "A La Carte" Coronet Books--Hodder and Stoughton, Great Britain. 1988. Pages 71-90.

Taylor, James Flag "The Mill Worker" Side 2 1983.

Guided Imagery

For this unit, I guide the students through an experience of pre-war England, and try to create for them the feelings that Mark's father must have had as an automobile worker in the industrial revolution. I attempt to help them understand the socio-economic situation Arthur was in when he made his decisions about his future, and hope that they use empathy to realize his plight and see why he wants a "better life" for his son.

Close your eyes and imagine that you are a small person, say six years old.

Imagine walking down the street in a large city.

Look around you: see homeless people, grey skies, men in rags and women begging for money.

Imagine that you are growing up in such a world. Visualize the very rich. See how their lives are leisurely and easy. Imagine such a life.

Now put yourself at the age of nineteen in the middle of a war. Men are dying all around you and you are nervous. Feel your legs. Feel your chest. Feel your heart beat with fear and feel your eyes itch with not crying.

Now move back to your home with no education and no opportunity and no experience except the terror of murder and the damage of war. See that a factory has a job. Work in the factory. Imagine that you are checking in in the morning. Go to your station, greet your co-workers. Begin putting wheels on the cars that come down the conveyor belt. Feel the repetition of your task. See the darkness in the factory. Hear the din that keeps you from talking to your companions. Take a twenty minute break for lunch. Go back to work.

Imagine what it is like to pick up a paycheck for your work. Understand that you will never own a home or take a vacation or drive a car. Remember the life of the rich and privileged. Think about your only child. What do you want his life to be like?

Some Samples of Students' Ten Top Choice Questions

Why do parents always think that their children aren't doing good enough?

Is it okay to do something just because your parents think you should?

When parents make me do something, is it really because they love me, or do they just think I should do it instead of them?

How often should parents help children make major decisions?

In the story, Mark's father turned out to be right about Mark's career. What happens when they're not right?

Who should decide what's right for someone else? Parents should do what they think and not try to make their children do it.

How can people tell when to respect adults, and when to disobey them?

TCW VI INTELLIGENT LIFE?

A Thinking Skills Unit

designed
by
Susan Webster Read
for
Learning Approaches Research Center



Santa Fe Indian School
Santa Fe, NM
1992

SANTA FE INDIAN SCHOOL

**Teacher Collaborative Workshop VI
Learning Approaches Resource Center**

Is there Intelligent Life in Schools?

Preface

The Is There Intelligent Life in Schools? unit uses Arthur Costa's 14 Signs of Intelligent Behavior to help students increase their self-esteem through better understanding of intelligent behavior. Teachers, parents, and students sometimes equate academic achievement with intelligence. This unit is designed to help both teachers and students distinguish between intelligence and achievement.

Another component of the unit is designed to help students understand how their behavior and its consequences directly affect their achievement. It has been long established that achievement promotes self-esteem, but few educators formally recognize achievement as something outside of academic accomplishment. This unit will help educators give credence to non-academic student achievement.

More precisely, this unit teaches us how to appreciate thinking, and it teaches us to reward thinking for its own sake. Ideally, students will learn to recognize their own thinking as an accomplishment and therefore value their minds and build self-esteem.

Is There Intelligent Life in Schools?

UNIT LESSON PLANS

Goals:

Participants will experience their own thinking behaviors and examine their own views of achievement. They will demonstrate problem solving skills and group dynamics. They will practice listening, talking and expressing their own thoughts concisely.

Objectives:

To recognize intelligent behavior.

To develop subtle ways to reward intelligent behavior.

To practice using combinations of intelligent behaviors in new situations.

To analyze personal behavior.

To demonstrate self-esteem through non-academic higher order thinking.

To apply higher order thinking behaviors to specific, uncomfortable challenges.

The primary author of this unit is Susan W. Read, with help from Linda Lippitt, Dan Ferguson, and Grace Herrera. Art Costa's 14 Signs of Intelligent Behavior served as a spring board for these activities and are of immeasurable importance to this unit.

**Developed by Susan Read at the Santa Fe Indian School Learning Approaches Research Center
Technical Assistance by Mary Herrera**

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The 14 Signs of Intelligent Behavior were taken from Art Costa's ideas as expressed in the article "The Search for Intelligent Life". The School as Home for the Mind. Palatine, Illinois. Skylight Publishing Incorporated, 1991.

Santa Fe Indian School

4MAT Activity Plans*

Unit TCW VI Intelligent Life?

Concept Teaching Thinking Skills.

Developed by Susan Read for Grade 13+



Indian Perspective



Visual Mode



Auditory Mode



Kinesthetic/Tactile Experiences

4-R Celebrate Knowledge Gained

Play the creative thinking games at the last three stations. Skis. Strings. Stand-up-sit down. Knots.

1--R Create an Experience

Put question about Abe Lincoln on the board. Guess Who?

1--L Analyze the Experience

List the things brain stormed about this man's personality. Discuss self esteem and intelligence.

2-R Integrate Experience and Analysis

Show teaching scene from "Where the Spirit Lives". Compare student with Abe Lincoln list.

Lecture on how acknowledgement of 14 signs helps develop self-esteem. Job skills for the 21st century. Hand-cut #1.

2 L Teach the Concept

3-L Practice the Concept

Ask for 4 volunteers. play "Double Figure Expert". Discuss situation and emotions involved.

3-R Personalize the Concept

Split into groups and solve the creative problems waiting for you at each station. Oz. Biology. Logic. Chemistry.

4-L Analyze Personal Application

Discuss the sense of challenge and overcoming challenge. Handout #2.

186

187

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The wheel is based on McCarthy, The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques. 1980, 1987.

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Quadrant 1-Right Mode

Create an Experience

- Objective:** To challenge individual concepts of intelligent behavior.
- Materials:** List of historical data about Abe Lincoln. (Costa, Page 20)
- Activities:** 1. Grouped in pairs, partners will write down all the people to whom they think the data may pertain.
- Time:** 3 minutes
- Evaluation:** Number of correct guesses.

Quadrant 1-Left Mode

Analyze the Experience

- Objective:** To analyze the characteristics in Lincoln's behavior that demonstrate intelligence.
- Materials:** Blackboard, chalk, participants possible answers.
- Activities:** 1. Have one partner put their best guess on the board.
2. Discuss the guesses to determine thinking processes.
- Time:** 7 minutes.
- Evaluation:** Participation in discussion.

Quadrant 2-Right Mode

Integrate Experience with Analysis

- Objective:** To observe the relationship between intelligent behavior and student self-esteem.
- Materials:** Short film clip from Where The Spirit Lives.
- Activities:** 1. Discuss multi-cultural similarities and differences in intelligent behavior and self-esteem.
- Time:** 5 minutes
- Evaluation:** Discussion

Quadrant 2-Left Mode

Teach the Concept

- Objective:** 1. To analyze the 14 Signs of Intelligent Behavior and synthesize them with some specific ideas about self-esteem.
2. To develop an operating vocabulary about these expressions and to introduce their application to the requirements for jobs in the 21st century.
- Materials:** Art Costa's 14 Signs of Intelligent Behavior (Handout #1).

Activities: Lecture about the 14 Signs, the job requirements, and self-esteem.

Time: 15 minutes

Evaluation: Notes and discussion

Quadrant 3-Left Mode

Practice the Concept

Objective: To practice using the 14 Signs in a 21st century atmosphere.

Materials: Notes and discussion information. Verbal directions for activities.

Activities: 1. Group of four for "double figure expert". (See handout #3)

Time: 10 minutes

Evaluation: Discussion of reactions.

Quadrant 3-Right Mode

Personalize the Concept

Objective: To synthesize the experience of using the 14 Signs in a 21st century atmosphere.

Materials: felt body parts.
plastic chemical bonds
paper, pencils, and questions about the Wizard of Oz.
logical reasoning worksheet.
bell, timer, and
answer sheet

Activities: 1. In groups of 6 or more, move from station to station and solve the creative problems waiting there for you.

Time: You have five minutes at each station. 20 minutes.

Evaluation: Handout #2.

Quadrant 4-Left Mode

Analyze Personal Application

Objective: To evaluate individual intelligent behavior.

Materials: Handout #2

Activities: Discussion responses to Handout #2, and feelings about active participation.

Time: 10 minutes

Evaluation: Discussion and Handout #2

Quadrant 4-Right Mode

Celebrate Knowledge Gained

- Objective:** To experience a variety of activities that stimulate the use of all of the 14 signs of intelligent behavior, and incorporate the job requirements for the 21st century
- Materials:** Home made skis and directions.
16 ten foot pieces of string and directions.
4 helpers.
- Activities:** Physics experiment.
The string game
The knot game
Stand--up, sit--down game (optional)
- Time:** 20 minutes
- Evaluation:** Thoughts, discussion, comments.

Afterthoughts:

Days to complete activity wheel:

Especially successful activities:

Changes to consider:

Resources

Amazing Spirit Production Where The Spirit Lives Beacon films, 930 Pitner Ave.
Evanston, Illinois 1991. (To order call 708-328-6700)

Brownstein, Samuel C. et al. Barron's How to Prepare for the Graduate Record Examination--GRE General Test. 9th ed. 1990. Barron.

Costa, A. "The Search for Intelligent Life." The School as Home for the Mind. Palatine, Illinois. Skylight Publishing Incorporated. 1991.

Fluegelman, Andrew ed. New Games Book New Games Foundation Staff. 1976. Doubleday.

Fluegelman, Andrew ed. More New Games New Games Foundation Staff. 1977. Doubleday.

Special Thanks to:

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Michael Lier and the German Youth Red Cross for the skis and the strings.

Tim and Jan and the New Zealand chapter of United Theatresports for teaching me the concepts of United Theatresports.

Name _____

The 14 Signs of Intelligent Behavior

1. Persistence
2. Decreasing Impulsivity
3. Listening to Others With Empathy and Understanding
4. Cooperative Thinking--Social Intelligence
5. Flexibility in Thinking
6. Metacognition--Awareness of ones own thinking
7. Striving for Accuracy and Precision
8. A Sense of Humor
9. Questioning and Problem Posing
10. Drawing on Past Knowledge and Applying It to New Situations
11. Risk Taking
12. Using all the Senses
13. Ingenuity, Originality, Insightfulness: CREATIVITY
14. Wonderment, Inquisitiveness, Curiosity, and the Enjoyment of Problem Solving--A Sense of Efficacy as a Thinker.

* Costa, A. "The Search for Intelligent Life". pages 19-31. *The School as Home for the Mind*. Palatine, Illinois Skylight Publishing Incorporated. 1991

The Knot Game

- Objectives:** To develop trust.
To solve problems.
To establish group operations.

Directions: Stand in a circle. Everybody put your arms into the center of the circle and hold someone's hand. Leader--gently squeeze the hand holding your right hand. Receiver--pass the pulse. When the leader gets the pulse back again, begin untying the knot without letting go of your hands. You should be able to make either a circle or a figure eight.

The String Game

- Objectives:** To develop group dynamics.
To practice leadership skills.
To establish contact with peers.

Seven people attach strings to both of their feet. The leader must move all people by the strings from one end of the stage to the other pulling only one string at a time. All seven people must reach the goal at the same time.

Double Figure Expert

- Objectives:** To challenge thinking skills. To develop a story.
To stretch creative response. To apply imagination.
To practice group dynamics.

Four people are on stage. Two are sitting in chairs facing the audience; two are kneeling behind them with their arms through the arms of those seated. The seated players take on the roles of the expert and the interviewer. The expert asks the audience for which two fields he/she is an expert in. The interview begins, and lasts for two minutes. The people playing the arms expand upon the humor of the situation by being as flamboyant as possible.

Body Parts

- Objectives:** To apply critical thinking skills to a specific problem.
To practice group communication skills.

At this station, participants will have a felt body drawn on the floor, and some colored felt pieces cut to look like body parts. Participants must put the parts in the correct places and then draw a picture of what they've done. When they think the pieces are all in the right places, they should label them.

Os

- Objectives:** To develop thinking skills.
To write logical statements under pressure.
To establish group communication.

This activity involves a brief discussion about the following questions, followed by a perfect paragraph about one of them. 1. The scarecrow, the lion, and the tin man all think they lack something. Why is it ironic that they think so? 2. What is the significance of the witch's dying by melting instead of some other way? 3. Is it right for the wizard to make Dorothy get the witch's broomstick before he sends her home?

All three questions use facts to promote critical thinking discussion. Participants must interpret or evaluate in order to decide what to say.

Molecules

- Objectives: To create a method that will work.
To develop critical thinking skills.
To use group communication skills to solve a problem.

At this station, participants will need to use their intelligent behavior to put together three chemical bonds, ethanol, carbon-dioxide, and water. They have two hints, 1) Carbon is black. 2) Hydrogen makes only one bond. (You may also tell them that all the little holes need to have a bond. After they have put together the bonds, they will draw the structures. Participants will need to apply analytic and problem solving skills.

Office Space

- Objectives: To create a method that will work.
To develop critical thinking skills.
To use group communication skills to solve a problem.

Participants must use the information given to assign correct offices to employees. They will probably draw a picture to help them. After they figure out the system, they must answer the questions. (Brownstein)

Stand Up

- Objectives: To apply kinesthetic techniques to problem solving.
To develop trust.
To stimulate creative thinking.

In groups of two, participants will stand back to back and link arms. after a moment, they will try to sit down with their arms still linked. When they accomplish this, then they must try to stand up (harder).

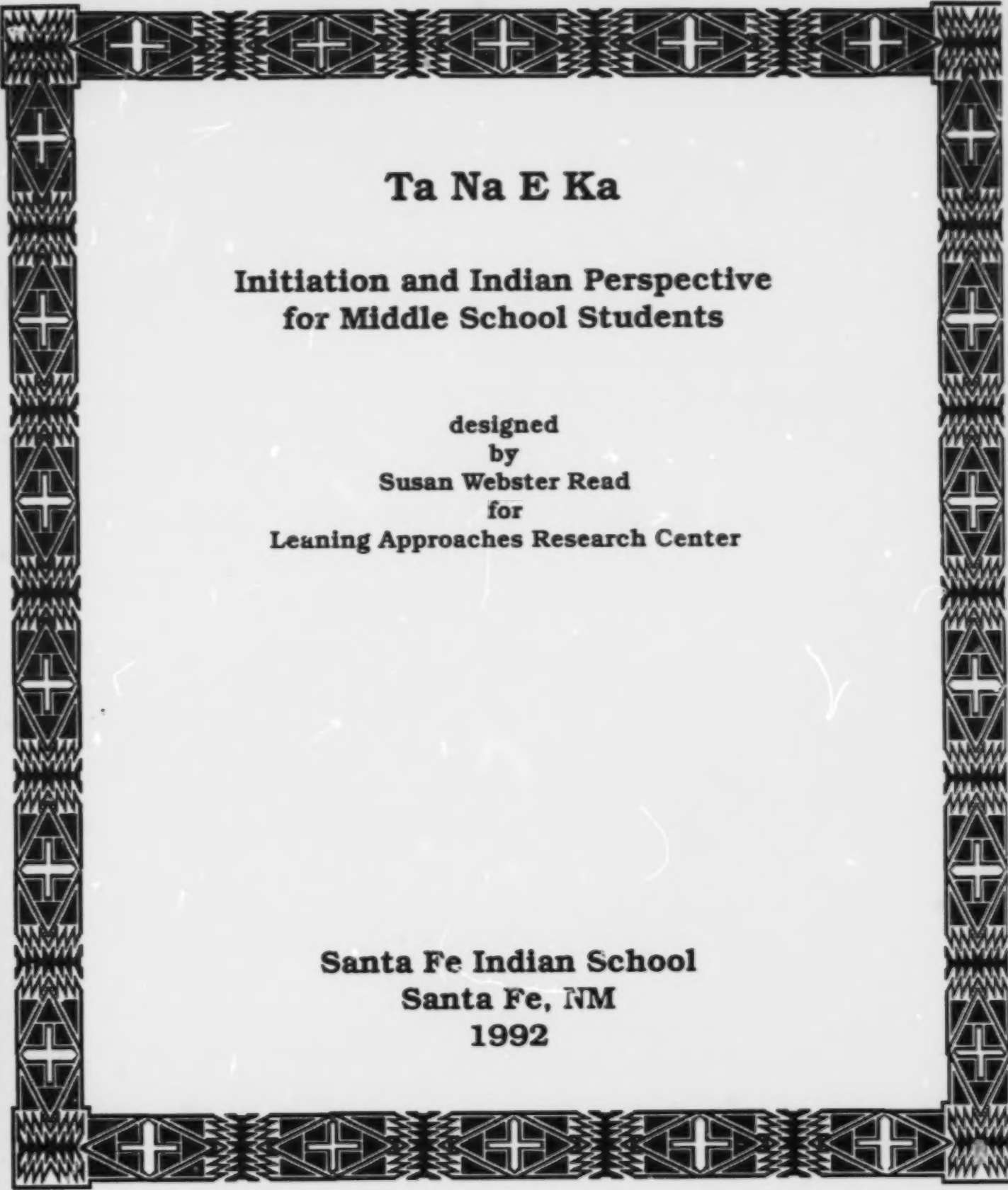
Skis

- Objectives: To practice group dynamics.
To apply kinesthetic techniques to problem solving.
To develop trust.
To stimulate creative thinking.

Four people get on the skis while two agree to time and count steps. The four on the skis must use the ropes and their group to move the skis from point A to point B, which is twenty feet. The other two group members must time the skiers and count their steps. Then they must walk backwards from point B to point A. The other two group members must time them and count their steps. Part of the problem here is that students sometimes will not read the directions before they begin, and they can't answer the questions when they return. The questions are: 1) How long did it take to get from point A to point B? 2) How long did it take to get from point B to point A? 3) What was your speed from point A to Point B? 4) What was your speed from point B to point A? 5) How many steps did you take from point A to point B? 6) How many steps did you take from point B to point A? 7) Which of the above measurements is irrelevant data?

Teacher Collaborative Workshop

- 1) Did at least one of the stations cause you to feel insecure or challenged?
- 2) What intelligent behavior did you use to overcome your insecurity and challenge?
- 3) What benefit was the rest of the group to you?
- 4) In what way did the activity prove that you could think?
- 5) Does thinking build self esteem?



Ta Na E Ka

Initiation and Indian Perspective for Middle School Students

designed
by
Susan Webster Read
for
Leaning Approaches Research Center

**Santa Fe Indian School
Santa Fe, NM
1992**

SANTA FE INDIAN SCHOOL

Short Story
Ta Na E Ka

Preface

The purpose of this Short story unit is to familiarize students with different cultures and inspire them to explore the values of their own and other cultures. Students will have the opportunity to discover that their own early adolescence was filled with the same trepidation and exhilaration as that of students of all cultures.

Native American culture is as multifaceted and diverse as the entire world, so this unit will help focus on the similarities among all cultures as well as give an in depth view of one Sioux tribe.

Through a series of right and left brain activities, students will use the whole language approach of reading, writing, speaking, and listening to discover some worldwide initiation rites of passage. They will compare these rites to the traditional ones used in their culture, and to the regular, unspoken ones to which modern Americans have adapted.

SHORT STORY--TA NA E KA

UNIT LESSON PLANS

Goals:

Increased awareness of Native American perspective as it relates to other cultures dominates this unit. The ability to compare and contrast values among the cultures of America will be emphasized. Students will use whole language techniques of reading, writing, listening and speaking to develop their personal relationship to the ideas of initiation.

Objectives:

- To use right brain technique to remember a feeling about early adolescence.
- To talk to others about personal experience.
- To listen to others actively.
- To evaluate the relationship between the student's symbol, and the event.
- To imagine yourself overcoming your fear.
- To develop a sense of empathy with the coming character.
- To establish contact with experience of youth.
- To apply knowledge of other initiations to Ta Na E Ka
- To develop a sense of Native American traditional rituals.
- To develop a sense of African Tribal rituals.
- To notice similarities among all initiation rituals.
- To read the story.
- To reflect upon the story and its personal relevance.
- To apply imagination to the new situation.
- To write a story.
- To establish personal unity with others.
- To understand others' points of view.
- To visualize ourselves as courageous.

Developed by Susan W. Read at the Santa Fe Indian School Learning Approaches Research Center

Technical assistance by Mary Herrera

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Santa Fe Indian School

4MAT Activity Plans*

Unit Short Story--Ta Na E Ka

Concept Initiation, Indian Perspective

Developed by Susan W. Read for 9th grade
at the Santa Fe Indian School.



Indian Perspective



Visual Mode



Auditory Mode



Kinesthetic/Tactile Experiences

4-I Analyze Personal Application

Write a story about yourself in this situation. Begin your story, "If I were in this situation, I would...."

3-R Personalize the Concept

With partner, find another couple and discuss these questions. (Handout)

Story of Ta-Na-E-Ka
(Warp with 3-R.)

3-I Practice the Concept

4-R Celebrate Knowledge Gained

Peer review and discussion.

Take Polaroid photographs of courageous poses.

1--R Create an Experience

Draw a symbol of yourself at 11 years old at a time or place when you felt lost or afraid.

1-I Analyze the Experience

Explain your picture to your partner--why is it you at 11? In what way were you lost?

2-R Integrate Experience and Analysis

Guided imagery on adolescents overcoming fear. Move from fear to courage. Define courage.

History of Indians and
Sioux (Kaw) tribes Male
and Female traditional
concepts of courage.

2-I Teach the Concept

198

199

Wheel One

Quadrant 1-Right Mode

Create an Experience

- Objective:** To use right brain technique to remember a feeling about early adolescence.
- Materials:** notebook, colored pens, rulers.
- Activities:** Draw a symbol of yourself at age 11 or 12 at a time or place when you felt lost or afraid.
- Time:** 5 minutes
- Evaluation:** Symbol

Quadrant 1-Left Mode

Analyze the Experience

- Objective:** To talk to others about personal experience.
To listen to others actively.
To evaluate the relationship between the student's symbol, and the event.
- Materials:** Symbols
- Activities:** Present your symbol to the class. Stand in front and clearly demonstrate the ways in which your symbol reflects your fear or confusion.
- Time:** 35 minutes
- Evaluation:** Teacher evaluation of talking and listening skills.

Quadrant 2-Right Mode

Integrate Experience with Analysis

- Objective:** To imagine yourself overcoming your fear.
To develop a sense of empathy with the coming character.
To establish contact with experience of youth.
- Materials:** Teacher imagination
- Activities:** Guided Imagery about the way students felt during their fear or confusion. Use physical imagery as well as psychological imagery. Bring students to a point where they can remember the action they took to overcome their fear or confusion. Define Courage.
- Time:** 10 minutes.
- Evaluation:** Student Participation.

Quadrant 2-Left Mode

Teach the Concept

Objective: To apply knowledge of other initiations to Ta Na E Ka
To develop a sense of Native American traditional rituals.
To develop a sense of African Tribal rituals.
To notice similarities among all initiation rituals.

Materials: Board, chalk

Activities: Lecture

Time: 15 minutes

Evaluation: Note taking, participation

Quadrant 3-Left Mode

Practice the Concept

Objective: To read the story. (Warp with 3-R)

Materials: Story of Ta Na E Ka by Mary Whitebird

Activities: Read the first three pages of Ta Na E Ka aloud to the students. (See 3-R) Finish story silently.

Time: 45 minutes.

Evaluation: Participation

Quadrant 3-Right Mode

Personalize the Concept

Objective: To reflect upon the story and its personal relevance.
To apply imagination to the new situation.

Materials: Handout 3-R

Activities: With partner, find another set of partners and discuss the questions on handout 3-R.

Time: 10 minutes

Evaluation: Participation. handout 3-R

Quadrant 4-Left Mode

Analyze Personal Application

- Objective:** To write a story.
To apply imagination to specific situation.
- Materials:** notebook, pencil
- Activities:** Write a story about yourself. Begin your story with the words, "If I were going to do a Ta Na E Ka, I would..."
- Time:** 35 minutes.
- Evaluation:** Story

Quadrant 4-Right Mode

Celebrate Knowledge Gained

- Objective:** To establish personal unity with others.
To understand others' points of view.
To visualize ourselves as courageous.
- Materials:** Polaroid camera. Film. Stories.
- Activities:** Read your story to your group. Take a picture of your group looking courageous. Hang the pictures and the stories on the bulletin board.
- Time:** 40 minutes.
- Evaluation:** Stories, Participation, Pictures, and Symbols.

Afterthoughts:

Days to complete activity wheel:

Especially successful activities:

Changes to consider:

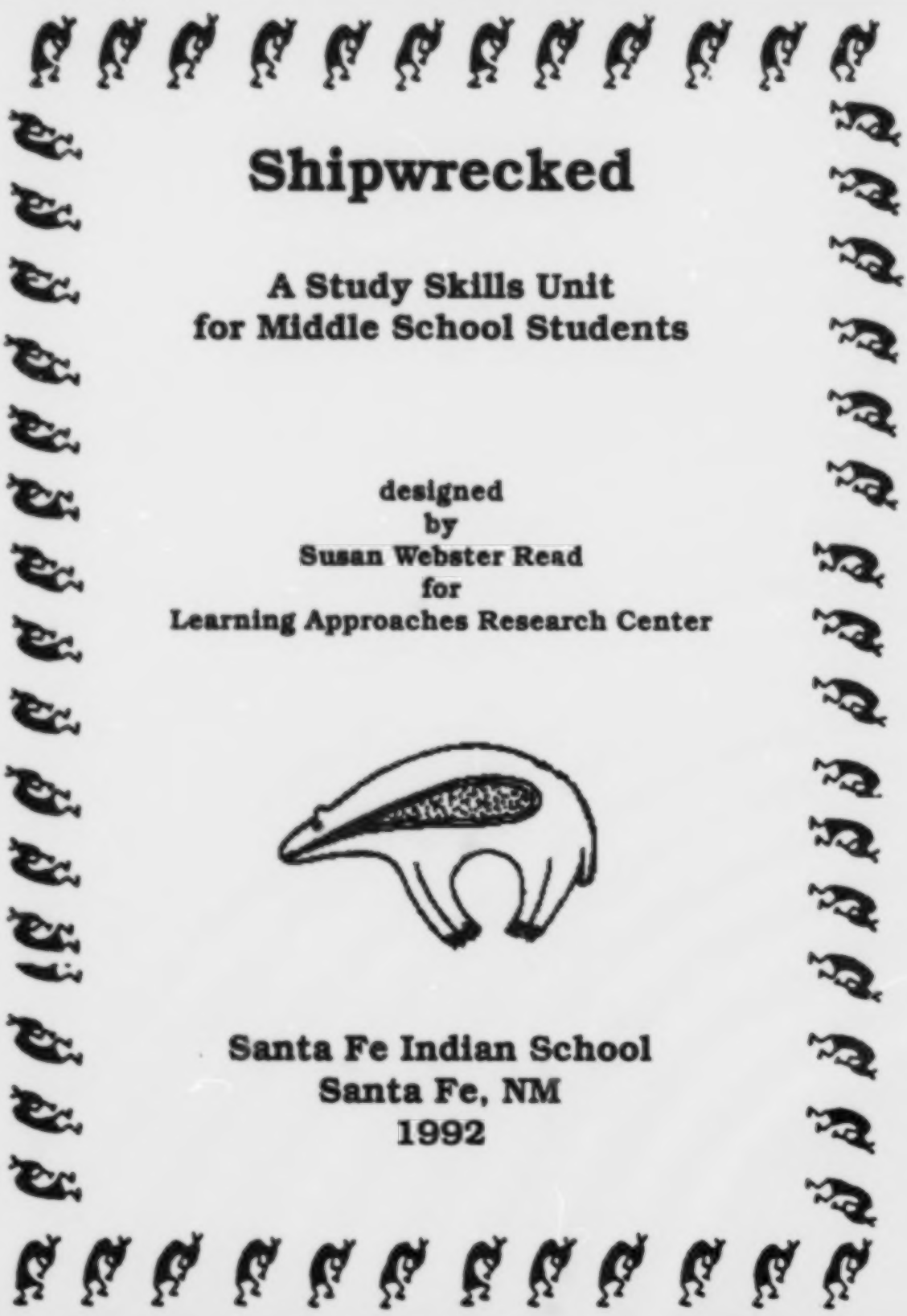
Ta Na E Ka
Values Clarification Reading Check

Directions: In your groups, discuss the following statements. If everyone in your group agrees with each other about whether the statement is correct, put a check mark on the line. If you can't all agree, leave the mark blank.

1. Initiation is dangerous. _____
2. Five days is not a long time to be alone in the woods. _____
3. Initiation is an important ritual. _____
4. Mary did the right thing. _____
5. Roger did the right thing. _____
6. The most important thing for Native Americans is to adapt to the new American Culture. _____
7. Native Americans need to maintain their own culture and ignore the emerging new culture. _____
8. All cultures in America need to keep their heritage and progress at the same time. _____
9. The children earned the right of passage into adulthood. _____

Directions: After you have discussed it, write an answer to this question.

10. What does Ta Na E Ka mean to you?



Shipwrecked

**A Study Skills Unit
for Middle School Students**

designed
by
Susan Webster Read
for
Learning Approaches Research Center



**Santa Fe Indian School
Santa Fe, NM
1992**

SANTA FE INDIAN SCHOOL

**Study Skills
Critical Viewing
Shipwrecked**

Preface

The Critical Viewing unit introduces students to the methods of learning from film, and fosters a sensitivity to propaganda. Each student will keep careful records of specific details as well as general attitudes and ideas expressed in the film Shipwrecked.

In addition to note taking, students will be introduced to the three major questioning techniques--factual, interpretative and evaluative, and will be given suggested techniques to answer each kind of question.

The final product of student test taking skills will be evaluated according to the interpretative and evaluative questions they create about the film for their peers.

Critical Viewing
Shipwrecked

UNIT LESSON PLANS

Goals: A critical analysis of the film *Shipwrecked* will help students hone critical thinking skills as they apply to viewing.

Objectives: To recognize propaganda.
To interpret major elements of film.
To evaluate personal response.

Developed by Susan Read at the Santa Fe Indian School Learning Approaches Research Center
Technical assistance by Mary Herrera

The Unit Plan is based on the 4MAT model as developed by Bernice McCarthy in The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques, 1980, 1987. 4MAT is a registered trademark of the publisher, EXCEL, Inc., 200 West Station Street, Barrington, IL 60010.

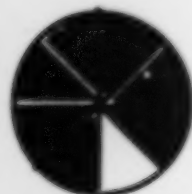
Santa Fe Indian School

4MAT Activity Plans*

Unit Shipwrecked

Concept Study Skills/Critical Viewing

Developed by S. Read for Grade 9



Indian Perspective



Visual Mode



Auditory Mode



Kinesthetic/Tactile Experiences

207

4-R Celebrate Knowledge Gained

In two weeks, use your summary to write a test for your peers. Take the test.

4-L Analyze Personal Application

Write a summary of the film. Include plot, interpretation, and evaluation.

3-R Personalize the Concept

Stop viewing. Pop quiz game on the film. Whichever gets the answer asks the next question. Fts. are given according to your questions, not your answers. (Factual, Interpretive, Evaluative)

View ten minutes of Shipwrecked. Take notes on the elements of the movie. Warp with: 3-R

3-L Practice the Concept

1--R Create an Experience

Lead students through guided imagery exercise about oceans.

1--L Analyze the Experience

Reflect on the emotional experience.

2-R Integrate Experience and Analysis

Draw a picture of an ocean. Draw your emotion.

Discuss notetaking and its importance. Identify basic noteworthy concepts. (Names, Dates, Plots, etc.) Discuss Factual, Interpretive and evaluative questions. Test taking skills. (Handout.)

2 L Teach the Concept

208

*4MAT is a registered trademark of Excel Inc., 200 W. Station St., Barrington, IL.

The wheel is based on McCarthy, The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques, 1980, 1987.

Quadrant 1-Right Mode**Create an Experience**

Objective: To develop empathy. To prepare students for specific responses.

Materials: Teacher's mind. (see supplemental ditto)

Activities: Guided Imagery/Discussion

Time: 7 minutes

Evaluation: Reaction to guided imagery.

Quadrant 1-Left Mode**Analyze the Experience**

Objective: To reflect on emotional experience.

Materials: Specific discussion questions "slanted" to provide insight into collective human experience.

Activities: Discussion (large group)

Time: 4 minutes

Evaluation: Discussion

Quadrant 2-Right Mode**Integrate Experience with Analysis**

Objective: To integrate student experience with student discussion question.

Materials: Pens
colored paper
markers
tape
scissors

Activities: Draw a picture of the ocean. Hang it up.

Time: 25 minutes

Evaluation: Picture. Analysis of picture.

Quadrant 2-Left Mode

Teach the Concept

- Objective:** To recognize the three kinds of questions.
To prepare for test-taking and critical viewing.
To promote student note-taking skills.
- Materials:** Notebook, pens, Handout #1
- Activities:** Lecture on Factual, Interpretative and evaluative questions.
(Handout #1) Lecture on critical viewing, anticipating questions.
- Time:** 100 minutes
- Evaluation:** Discussion. Participation. Factual, Interpretative, and evaluative questioning. Number of higher order thinking questions asked.

Quadrant 3-Left Mode

Practice the Concept

- Objective:** To develop three kinds of questions about the film.
To apply study skills to critical viewing.
To recognize major elements of a film.
- Materials:** Notebook
Pens
The film Shipwrecked.
- Activities:** View ten minute segments of the film Shipwrecked.
- Time:** 100 minutes
- Evaluation:** Discussion. Participation. Factual, Interpretative, and evaluative questioning. Number of higher order thinking questions asked.

Quadrant 3-Right Mode

Personalize the Concept

- Objective:** To apply study skills to critical viewing.
To evaluate ability to answer higher order thinking questions.
- Materials:** The film Shipwrecked
notebooks
pens
- Activities:** After each segment, stop film, ask interpretative questions.
Game of questions and answers.
- Time:** 100 minutes

Evaluation: Participation, number of HOT questions. Points are given according to the students number of interpretative and evaluative questions.

Quadrant 4-Left Mode

Analyze Personal Application

Objective: To apply notes and questions to a simple summary.

Materials: pen and notebook

Activities: Write a chronological summary of the film including facts, interpretations and evaluation of motives.

Time: 40 minutes

Evaluation: Summary

Quadrant 4-Right Mode

Celebrate Knowledge Gained

Objective: To observe, over time, student ability to recollect information known.

To synthesize specifics of Shipwrecked.

To evaluate student knowledge.

To evaluate student ability to apply concepts learned.

Materials: Handout #2 (test)

Activities: (Wait two weeks) Use summary to write a test for your peers. Take the test.

Time: 50 minutes

Evaluation: Test written and test taken and teacher test.

Afterthoughts:

Days to complete activity wheel:

Especially successful activities:

Changes to consider:

Resources

Jacobsen, John M. Prod. Shipwrecked Walt Disney Productions 1991.
Goldman, Gail. Film Review Handout. 1989.

Guided Imagery

Shipwrecked

Guided Imagery can be anything you desire. The main idea is to develop a sense of time, space, and perspective in the minds of students. Students can then better prepare for what is coming, since they will have already seen it in their own minds.

Objective: To experience a situation before it is imposed upon you.

Method: Have students close their eyes and/or put their heads on their desks. Talk to them, leading them out of the classroom to where ever you wish them to go. In this case, I want them to go to the ocean. Some of them have never seen the ocean so my description of it becomes critical to their complete image. Be sure to include all the senses.

How does the ocean smell?--describe it.

How does the ocean look?--describe it.

How does the ocean sound?--describe it.

How does your skin feel here with the salt?--describe it.

How does the air taste on your tongue?--describe it.

Since the child in the film is lost at sea, I try to create a storm situation and I attempt to take them to a place in their hearts where they can identify with the loneliness and isolation of a desert island. The fear that Haakon experiences and the fear that the students experience is different, but equally valid.

FILM REVIEW

Name _____

Date _____

Name of Film:

Director:

Setting: (When and where does the film take place?)

Main characters: (Describe what they looked like and what type of people they were.)

Discuss the central conflict in the film.

What was the most exciting part of the film?

How did the main characters in the film resolve the conflict?

Explain why you would or would not recommend this film to someone.

In a paragraph, explain what you learned from seeing this film. Support your opinions with references from the film.

name _____

higher order thinking

Shipwrecked

Three different kinds of questions can be asked about material. If you understand these different questioning techniques, you will be better able to answer questions put to you on essay tests. Each kind of question requires a different level of thinking.

Factual--low level thinking

example: How many times did Jack go up the bean stalk?

(Low level thinking is recognizing some kind of detail from the story. Any one who has recently read Jack in the Bean Stalk will know that he went up the bean stalk three times.)

Interpretive--high level thinking

example: Why did Jack go up the bean stalk the third time?

(High level thinking requires that the thinker infer information that is not directly stated. This means seeing beyond the simple, reading between the lines.)

Evaluative--highest level thinking

example: Was it right for Jack to go up the bean stalk the third time?

(Highest level thinking requires that the thinker understand the possibilities implied in the work, and be able to judge them as right or wrong.)

Directions: Determine whether the following questions are factual, interpretive, or evaluative. Put an F by the factual, an I by the interpretive, and an E by the evaluative.

Shipwrecked

____ Why does Merrick pose as Lt. Howard?

____ Why doesn't Haakon tell the cap't about the guns?

____ Who finds Mary?

____ Is it right that Haakon has to go to sea at such an early age?

____ What three countries are featured in the film?

____ In what way is it wrong for Haakon to take the treasure?

name _____

Shipwrecked Test

(10 pts)

1. If you were Haakon, would you do anything differently? What? Why?

(40 pts)

2. Pretend you are on Haakon's treasure island and that you are keeping a journal. Write a passage for the day that you discovered these two things: the treasure, and Lt. Howard's real identity as the dread pirate Merrick. Be sure to include your feelings.

(30 pts)

3. Write your own story about being a stowaway.

Directions: Answer the following questions with one short sentence. (5pts each)

4. Why do you think it is considered bad luck to have a woman on board ship?
5. How do you think Haakon's mother felt about him going away so young?
6. Describe Haakon's relationship with the captain. What hints do you have that this is so?
7. If you could change places with any character, who would it be? Why?

Name _____

Quiz

Shipwrecked

1. Who produced the movie?
2. What is the main character's name?
3. What three countries were featured?
4. What is the girl's name?
5. What is the story about?
6. Why doesn't the boy shoot the Natives?
7. What two things does the boy return with?
8. What do you call someone who:
has a wooden leg;
has an eye patch; and,
carries a knife in his teeth?
9. What was the pirate's name?

Shipwrecked
Student Summary of Movie
by Allison Zuni

The movie started when Merrik came to England and met a lieutenant. The lieutenant was wondering if it was really Merrik. Merrik shot the lieutenant and stole his clothes.

Next, in Norway, Haakon was hoping his father would come home from sea. After he walked a little way to his house he saw a man there, he looked again and saw that it was his father. Haakon was so happy. He noticed that his father had a broken leg making him unable to go back to sea. He can't get money to pay off the loan on the land. His father gave Haakon a paper that said he can be a Ship's Boy. Haakon really didn't want too, but when the bill collector came to collect the money for the land, Haakon felt he had no other choice but to go.

He was sent out to sea with his father's ship mate, Jan. On the first day of the job Haakon was tired, but after that things were better. He went down to see the captain, who was also an old shipmate of his fathers. The captain gave Haakon a picture of his dad and himself. Haakon and the Captain were fast friends after that.

The ship stopped for a break in England to have a little fun, and while they were there they picked up Merrik, not realizing that he was Merrick The Pirate. They picked him up because they thought that he was a Pirate Fighter! One day while Haakon was cleaning he noticed a box that was labelled "Glass", but inside, it held guns. Haakon was about to leave when Merrick came down and bribed Haakon into not telling anyone. Haakon had pretty much decided to tell the Captin because he felt it was his duty, but that night Merrik sneaked into his Captain's quarters and poisoned the captain. The crew thought that it was a natural death, and they had an ocean burial.

Merrik took charge immediately. They stopped in Australia, but they couldn't take leave because Merrik forbade it. Merrick brought a bunch of shady looking men aboard. All the crew were suspicious, but no one did anything because they really didn't know what to do.

When Haakon went down to where the guns were, he found a stowaway girl. He helped keep the girl hidden, then one day Merrik caught the girl and called a meeting. He told the person who was helping her to come forward. Jan said that she was just a child, then Merrik was going to give him lashes, but then Haakon came forward and said he did it. Then a storm came and the ship wrecked, Haakon found himself alone.

After living alone on the island for a long time, with nothing but a gorilla and Merrick's old treasure, Haakon finally caught up with Mary, the stowaway, and Jan. They set traps all over the island, knowing that Merrick would be back for his treasure. Merrick did come back and he fell in all the traps. Mary, Haakon, and Jan escaped with the ship, the crew, and the treasure!

Outdoor Education

**A Study Skills Unit: Time Management
and Listening
for Middle School Students**

designed
by
Susan Webster Read
for
Learning Approaches Research Center



**Santa Fe Indian School
Santa Fe, NM
1992**

SANTA FE INDIAN SCHOOL

Outdoor Education Study Skills

Preface

The Outdoor Education unit serves several purposes in and out of the classroom. In addition to organizational skills and time management skills, necessary life skills are practiced and perfected. Students learn important telephoning skills and they learn how to cover the bases in a phone conversation with a minimum of calls. They learn that politeness and thank you letters go a long way to promote good feeling and create a willingness to extend services again. Students learn that in order to get the most out of an experience, they must be prepared for the worst, and rejoice at the benefit of positive outcomes. Most of all, they learn that a bit of hard work in preparation can result in a great deal of fun.

Most important, students who experience outdoor education develop a sense of confidence in themselves as learners, as companions, and as individuals. They begin to really focus on themselves as members of a school community. Instead of the simple identity of self as a tribal representative, or a student in a specific class, they begin to see the way their own actions affect a whole group of people.

This particular wheel focuses on the camping trip to Utah scheduled for March 13, 14, and 15. Please use it as a model for any outdoor experience.

In addition to developing study skills and applying them to real life situations, the Outdoor Education unit promotes student self-esteem. All students really need is an opportunity and self confidence. This unit proves to them that they have what it takes to overcome the obstacles of life!

(Inform the appropriate authorities of all activities well in advance. The communications committee (2-L) is responsible for this.)

OUTDOOR EDUCATION--STUDY SKILLS

UNIT LESSON PLANS

Goals:

Students who participate in this unit will develop advanced organizational skills and apply them to a real life situation. They will, by necessity, fulfill whatever role best suits them as a group member, an organizer, and a participant. By the end of this unit, students will have confidence in themselves as leaders and assurance in certain non-academic skills. In addition, students will develop their personal study skills (time management, listening, note taking, anticipating, etc.) and expand them to apply to non-classroom activities.

Objectives:

- To increase personal awareness.
- To foster self-esteem.
- To develop group organizational skills.
- To develop individual organizational skills.
- To enhance listening skills.
- To apply study skills to a "real life" situation.
- To establish a personal role in the community of the SFIS.
- To enhance a sense of personal power.
- To develop confidence.
- To be exposed to different environments and appreciate them.
- To camp, cook, and work with a group of 20 students and staff members.
- To conduct a varied and intensive series of problem-oriented investigations.
- To participate in some outdoor activity of an adventurous nature.
- To reflect upon the power and beauty of the setting and the natural forces which are operating there.
- To analyze personal experience; and,
- To write a personal record for future use.

Developed by Susan Read at the Santa Fe Indian School Learning Approaches Research Center
Technical assistance by Mary Herrera

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Santa Fe Indian School

4MAT Activity Plans*

Unit Outdoor Education

Concept Study Skills, Time Management, Listening

Developed by S. Read for grade 9



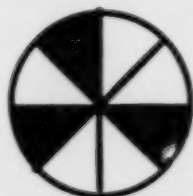
Indian Perspective



Visual Mode



Auditory Mode



Kinesthetic/Tactile Experiences

4-R Celebrate Knowledge Gained

Go Camping!!!

1--R Create an Experience

Ask the question:
How many people
want to go camping?

4-L Analyze Personal Application

Gather together all equipment and pack.

1--L Analyze the Experience

Discuss where we want to go. Review
limitations and possibilities.

3-R Personalize the Concept

Call all involved personnel, and confirm paperwork.
(Warp with 4-L)

2-R Integrate Experience and Analysis

Make a chart to timeline all obligations.
Chose a date and use chart to organize all
activities.

In groups, prepare
your plans. Orga-
nize all aspects of
activity.

Discuss all the
necessities to
prepare for the trip.
(Salami Method)
van, dates, times,
equipment, cloth-
ing, food, camp-
ground, etc.

3-L Practice the Concept

2-L Teach the Concept

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The wheel is based on McCarthy, The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques, 1980, 1987.

Quadrant 1-Right Mode

Create an Experience

- Objective:** To excite enthusiasm in the students.
To begin the long process of organization.
- Materials:** None
- Activities:** Ask the question "Who would like to go camping?" Get a response and begin describing the experience.
- Time:** 5 minutes
- Evaluation:** Student response

Quadrant 1-Left Mode

Analyze the Experience

- Objective:** To determine exactly what it will take to accomplish the goals of the trip.
To introduce time management skills.
To review school rules.
To establish the collective desires of the group regarding where the trip should take place.
To begin the process of organization.
- Materials:** None
- Activities:** Discuss all the possibilities about where we might go and the school's limitations, including time, transportation, and realistic probability of the trip.
- Time:** 15 minutes
- Evaluation:** Student participation and willingness to do the required work.

Quadrant 2-Right Mode

Integrate Experience with Analysis

- Objective:** To develop group organizational skills.
To develop individual organizational skills.
To enhance listening skills.
To apply study skills to a "real life" situation.
- Materials:** Blackboard
Chalk
- Activities:** Make a class list of all anticipated possibilities regarding the trip. Use student ideas and help focus on things like, transportation, reservations, menus, other staff needed to accomplish goals, permission forms, equipment lists, letters to all involved personnel, phone calls to necessary organizations or places, possible dates, fund raisers, costs, etc.
- Time:** 35 minutes
- Evaluation:** Student participation and discussion.

Quadrant 2-Left Mode

Teach the Concept

- Objective:** To increase personal awareness.
To foster self-esteem.
To develop group organizational skills.
To develop individual organizational skills.
To enhance listening skills.
To apply study skills to a "real life" situation.
To introduce time management skills. (Salami Method)
To divide work evenly among students according to ability and willingness to participate.
To determine who is not going camping.
- Materials:** Paper
Pens
Salami Method Worksheet
- Activities:** As a group, decide how to divide the work into smaller groups. Committees in each department can best determine what to do. (I used four committees: Transportation, Food and Equipment, Fund raising, and Outside Communications.) Each committee determines what its responsibilities are, and then it works out a time line to complete those responsibilities, and appoints a person to each task. The Committee Chair is ultimately responsible for seeing that the committee completes its obligations, and submits an oral progress report to the teacher each week. (Careful teacher observation will help students in their precision and thoroughness.) Wrap with 3-L.
- Time:** 100 minutes
- Evaluation:** Student progress and thoroughness.

Quadrant 3-Left Mode

Practice the Concept

- Objective:** To increase personal awareness.
To foster self-esteem.
To develop group organizational skills.
To develop individual organizational skills.
To enhance listening skills.
To apply study skills to a "real life" situation.
To establish a personal role in the community of the SFIS.
To enhance a sense of personal power.
To develop confidence.
To analyze personal experience; and,
To write a personal record for future use.
- Materials:** Timeline (Salami Method)
Computers
Telephone
- Activities:** In groups, prepare plans. Organize all aspects of activity and begin work.
- Time:** 100 minutes
- Evaluation:** Ability to complete all work assigned.

Quadrant 3-Right Mode

Personalize the Concept

- Objective:** To increase personal awareness.
To foster self-esteem.
To develop group organizational skills.
To develop individual organizational skills.
To enhance listening skills.
To apply study skills to a "real life" situation.
To establish a personal role in the community of the SFIS.
To enhance a sense of personal power.
To develop confidence.
To analyze personal experience; and,
To write a personal record for future use.
- Materials:** Timeline (Salami Method)
All other groups' Salamis
- Activities:** Call all involved personnel, confirm all reservations, all borrowed equipment, all transportation, all permission forms (parent, release, etc.) and all food ready to go. Warp with 4-L.
- Time:** 40 minutes
- Evaluation:** Student completion of task. Actual realistic ability to do activity. (If all arrangements are not in order by this time, students will not be allowed to do the activity.)

Quadrant 4-Left Mode

Analyze Personal Application

- Objective:** To apply study skills to a "real life" situation.
To establish a personal role in the community of the SFIS.
To enhance a sense of personal power.
To finalize all student endeavors.
- Materials:** All Equipment
Vans
Food
Money
Signed Forms
- Activities:** Gather all equipment, supplies, and pack the van.
- Time:** 45 minutes
- Evaluation:** Student completion of all requirements for participating in the activity.

Quadrant 4-Right Mode

Celebrate Knowledge Gained

- Objective:** To enhance a sense of personal power.
To develop confidence.
To be exposed to different environments and appreciate them.
To camp, cook, and work with a group of 20 students and staff members.
To conduct a varied and intensive series of problem-oriented investigations.
To participate in some outdoor activity of an adventurous nature.
To reflect upon the power and beauty of the setting and the natural forces which are operating there.
To analyze personal experience; and,
To write a personal record for future use.
- Materials:** All things organized so far.
- Activities:** Just Do It! Go Camping, Rafting, Mountain Climbing, or whatever your Salami organized to do.
- Time:** To be determined.
- Evaluation:** Student participation, fulfillment of obligations, and ability to work in a group.
Student follow up includes a photo display of activities, thank you letters to all involved personnel, and a teacher evaluation letter home.

Afterthoughts:

Days to complete activity wheel:

Especially successful activities:

Changes to consider:

Resources

Little, Rufus. Going Camping. Project Adventure, Inc., Hamilton, Ma. 1977.

AAA Catalogue of Campgrounds in Utah, Colorado, Arizona, and New Mexico.

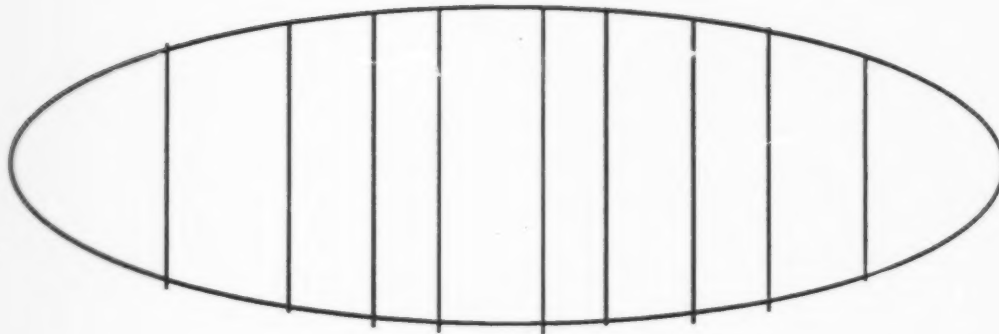
Special thanks to Steve at New Wave Rafting for all his help, and to my old friend Peter Donohue for assistance and training.

The Salami Method Time Management

Nobody eats a whole Salami! Salamis are best when eaten one small bite at a time. Large projects are also best when taken one small task at a time. All salamis taste delicious in small, thin bites, and disgusting in large mouthfuls: so it is with projects.

Design a task using the small bites of the salami method. It helps to draw a large salami and break it into small bites to see how it looks.

Sample Salami: Fill in the time slots.



SAMPLE LETTER

March 1, 1992

Dear Parents,

The ninth grade learning styles class is taking a camping trip to Utah on March 13th, 14th and 15th. We will be leaving the school at 8:00 a.m. on Friday morning and returning around 8:00 p.m. on Sunday. The purpose of the trip is to establish individual student self image and develop a sense of mutual respect. Another intention is to re-establish traditional Native American contacts with the earth.

Our first night will be spent in the Canyonlands National Park where we will camp, cook, and eat. In the morning, we take a hike through the magnificent scenery and explore the wonders of Needles Park natural setting. Saturday afternoon, we will drive to Moab and spend the night at the campground there. Sunday morning, we will again hike and swim in the natural environment.

The students will need to bring outdoor equipment and warm clothing as well as their swim suits. They'll also need eating utensils and toiletries. The school will provide some equipment, but students are encouraged to bring their own sleeping bags and tents, if they have them. Each student has been given a complete, detailed equipment list.

The trip is not required; we prefer to take students who are willing to enter into activities. However, we do see this trip as an integral part of the educational experience. A great deal of class time will be built around the trip, and students not participating will be expected to complete another assignment.

Trip format:

1. Camp, cook, and work with a group of 20 students and staff members.
2. Conduct a series of problem-solving activities.
3. Participate in some outdoor activity of an adventurous nature.
4. Reflect upon the power and beauty of the setting and the natural forces which are operating there.

The school is providing meals for Friday lunch and dinner, Saturday, and Sunday morning. Students are encouraged to bring enough money to buy lunch on Sunday (and possibly dinner on Sunday, depending on our arrival time at school) plus \$10.00 for camping fees in the campgrounds. We also provide three qualified staff members, at least one of whom is certified in First Aid. All transportation is arranged and is free.

We hope that you will support this trip. For more information, please contact _____ at _____.

In case of emergency at home, contact _____ at _____.

Sincerely,

Susan Read
Learning Styles Teacher

BEST COPY AVAILABLE

Clothing and Equipment List

- 1 wool hat that covers the ears
- 1 really warm sweater
- 1 heavy lined jacket
- 1 pair of long underwear
- 3 pairs warm socks
- 1 pair of mittens or gloves
- 1 wind pants
- 1 scarf or turtleneck
- 1 bandana
- 3 pairs of underwear
- 1 pair of shorts
- 2 shirts (one tee shirt)
- 1 complete change of clothes
- 1 pair of pants
- 1 toilet kit
- 1/2 roll of toilet paper
- 1 bowi, 1 spoon, 1 cup (unbreakable)
- 1 knife
- 1 flashlight
- sunscreen

If you have the following equipment, please bring.

sleeping bag
tent ground pad
mess kit (pots pans etc.)
matches/lighter
tent
tarpaulin

Santa Fe Indian School

Consent to Participate in Activity

Name of Sponsor _____

Type of Activity _____

Activity will be held at _____

Activity will be held on _____ from _____ to _____

Participation in the above activity is voluntary and is not required as part of the regular school program.

I hereby give permission for my student _____ to participate in the above referenced activity. In consideration of the permission granted, I, the undersigned, hereby release and discharge the above named sponsor and the SANTA FE INDIAN SCHOOL from all liability arising out of or in connection with the above-described activity.

In the event of an accident or sudden illness, the sponsor has my permission to render whatever emergency medical treatment may be deemed necessary for the above named student. I agree with the School's policy that no drugs and/or alcohol will be used by students or staff at any time during this activity.

Signature of Parents/Guardian

Health Insurance: Address, phone number of carrier and policy #

Signed on this _____ day of _____, 19__ in _____,
New Mexico.

Return two permission forms to Susan W. Read by March 1, 1993

New Wave Rafting Co.

For the April 28, 1993 rafting trip with the SFTS ninth grade

RELEASE OF LIABILITY/ASSUMPTION OF RISK: All adult participants must read and sign the following and supply information requested.

I am aware that during the river trip that I am participating in, under the direction of New Wave Rafting Co., and its agents or associates, certain risks and dangers exist, including but not limited to, the hazards of traveling on rivers (drowning, hypothermia, fractures and other injuries), accident or illness in remote places without medical facilities, the forces of nature and travel by automobile or other conveyance.

In consideration of, and as payment for, the right to participate in such river trips or other activities and the services and food arranged for me by New Wave Rafting Co., and its agents or associates, I have and do hereby assume all of the above risks and will hold them harmless from any and all liability, actions, causes of action, debts, claims and demands of every kind and nature whatsoever which I now have or which may arise of or in connection with my trip or participation in any activity arranged for me by New Wave Rafting Co. and its agents or associates. The terms hereof shall serve as a release and assumption of risk for my heirs, executors and administrators and for all members of my family, including any minors accompanying me.

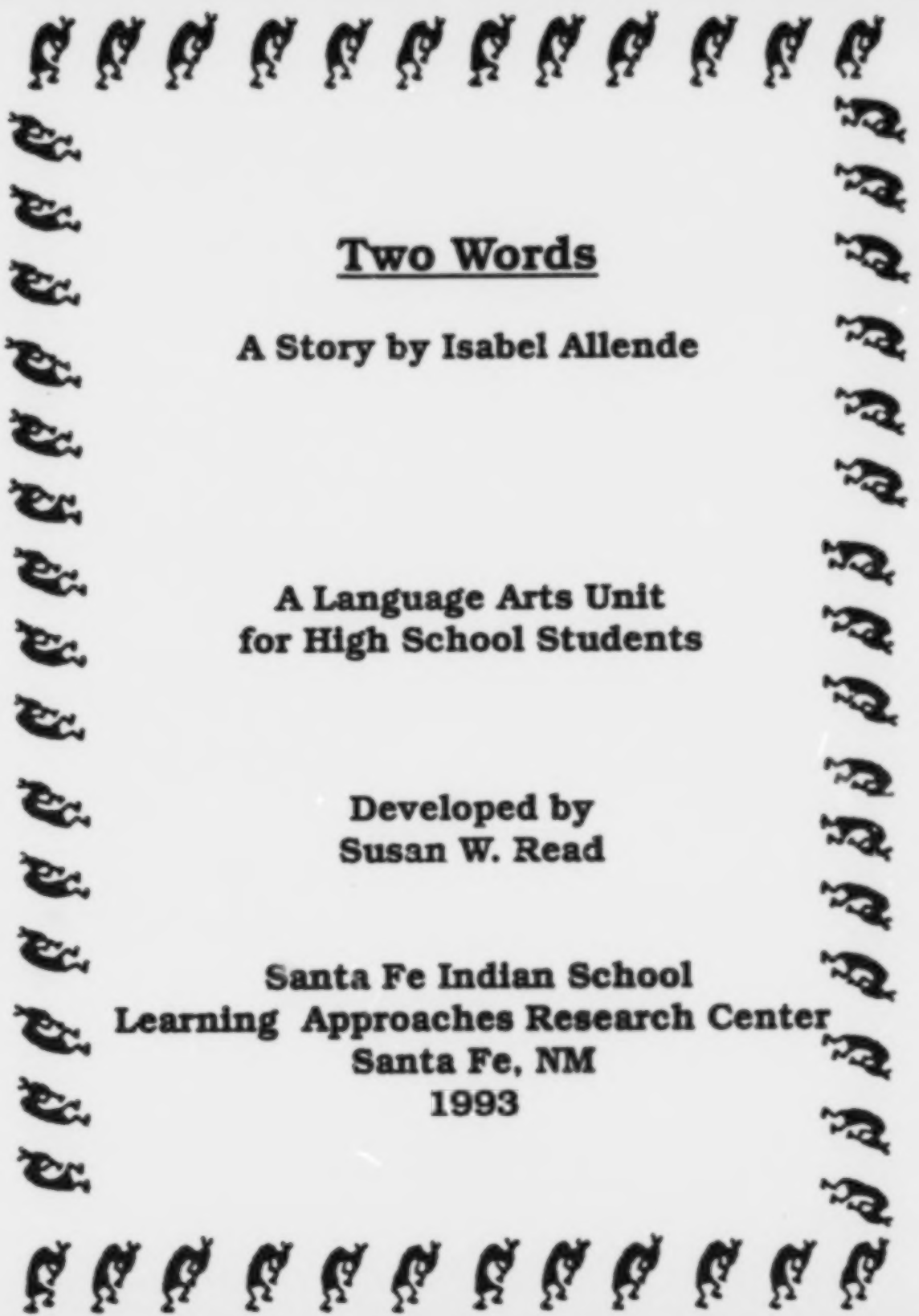
Parent Signature

Student Signature

Print Parent Name

Print Student Name

Date _____



Two Words

A Story by Isabel Allende

**A Language Arts Unit
for High School Students**

**Developed by
Susan W. Read**

**Santa Fe Indian School
Learning Approaches Research Center
Santa Fe, NM
1993**

SANTA FE INDIAN SCHOOL

A Language Arts Unit for High School Students

"Two Words"

Preface

The purpose of this unit is to help students understand the significance of diction in literature. The author's style, developed by diction and descriptive language, familiarizes students with the myriad of language choices available to them.

Descriptive imagery dominates this story and helps create the mysterious atmosphere and mood. Students will identify and use these devices in their own writing as well as recognize how literary devices promote the themes in the story. The major themes of power and authority will be analyzed.

Through a series of right and left brain activities, students will use the whole language approach of reading, writing, speaking, and listening to discover some critical approaches to Latin American Literature.

UNIT LESSON PLANS

Goals:

An increased awareness of American Literary techniques will help students nurture these techniques in their own writing. Students will analyze their own techniques of developed language understanding, and apply them to a new situation.

Ideally, students will intuit the power of language, its diversity and its authority. They will understand that those who "have power over words", have power over the masses.

Objectives:

- To recognize that the sound itself is not relevant.
- To recognize that the intention behind the word has power.
- To analyze student responses.
- To synthesize experience with knowledge.
- To practice personal language style.
- To have fun.
- To learn the definition of Diction.
- To recognize and use descriptive language.
- To understand the theoretical framework for style.
- To analyze the themes in the story.
- To determine new definitions of power.
- To synthesize our new ideas about power, particularly the power of education.
- To write an essay.
- To clarify student ideas.
- To discuss two things about the story with a partner.
- To determine how to integrate two ideas.
- To integrate two ideas.

Developed by Susan W. Read at the Santa Fe Indian School Learning Approaches Research Center 1993

Technical assistance by Mary Herrera

The Unit Plan is based on the 4MAT model as developed by Bernice McCarthy in The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques, 1980, 1987. 4MAT is a registered trademark of the publisher, EXCEL, Inc., 200 West Station Street, Barrington, IL 60010.

Santa Fe Indian School

4MAT Activity Plans*

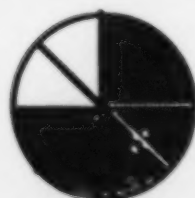
Unit Latin American Literature
 Concept Differences in style using descriptive imagery.



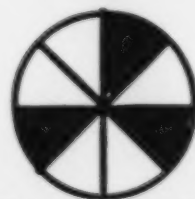
Indian Perspective



Visual Mode



Auditory Mode



Kinesthetic/Tactile Experiences

236

4-R Celebrate Knowledge Gained

Read your story to your partner. Read your story to the class.

4-L Analyze Personal Application

Write a story using the two words I gave you. You have five minutes.

3-R Personalize the Concept

Discuss two things about the story with your partner. Receive your two words from me.

Read the story.
 Class discussion of major themes.
 Essay on one of the essay questions.

Handout #1

3-L Practice the Concept

1-R Create an Experience

Find your partner using the halves of comics you received when you entered the room.
 Play Gibberish.

1-L Analyze the Experience

Evaluate your peers' interpretation of the gibberish. How did it differ from yours?

2-R Integrate Experience and Analysis

Play gibberish with groups of four. Use expressive, descriptive words.

Lecture on diction and style.

Discuss powerful and descriptive words. Answer questions.

2-L Teach the Concept

237

Quadrant 1-Right Mode**Create an Experience**

- Objective:** To recognize that the sound itself is not relevant.
To recognize that the intention behind the word has power.
- Materials:** Comics cut into two pieces.
Addendum on Gibberish.
- Activities:** Play Gibberish.
- Time:** 5 minutes.
- Evaluation:** Student participation.

Quadrant 1-Left Mode**Analyze the Experience**

- Objective:** To recognize that the intention behind the word has power.
To analyze student responses.
To synthesize experience with knowledge.
- Materials:** Questions determined by the game.
- Activities:** Student discussion of their experience. Interpretation skills.
- Time:** 5 minutes.
- Evaluation:** Student response.

Quadrant 2-Right Mode**Integrate Experience with Analysis**

- Objective:** To synthesize experience with knowledge.
To practice personal language style.
To have fun.
- Materials:** Student teams of four.
- Activities:** Play gibberish with teams.
- Time:** 20 minutes.
- Evaluation:** Student participation.

Quadrant 2-Left Mode**Teach the Concept**

- Objective:** To learn the definition of Diction.
To recognize and use descriptive language.
To understand the theoretical framework for style.
- Materials:** Teacher Lecture on Style, Diction, and Imagery.
- Activities:** Class discussion. Group discussion.

Time: 10 minutes

Evaluation: Student responses to handout #1.

Quadrant 3-Left Mode

Practice the Concept

Objective: To analyze the themes in the story.
To determine new definitions of power.
To synthesize our new ideas about power, particularly the power of education.
To write an essay.
To clarify student ideas.

Materials: Story "Two Words" by Isabel Allende
Handout #1

Activities: Read parts of the story in class. Use Handout #1 to direct discussion.

Time: 1 hour.

Evaluation: Essay

Quadrant 3-Right Mode

Personalize the Concept

Objective: To discuss two things about the story with a partner.
To determine how to integrate two ideas.
To integrate two ideas.

Materials: Hat full of cut out pieces. Each piece has a common word written on it.

Activities: 1) With your partner, discuss two ideas in the story that you found compelling.
2) Choose your two words from the hat.

Time: 1) 5 minutes.
2) 1 minute.

Evaluation: Student participation.

Quadrant 4-Left Mode

Analyze Personal Application

Objective: To determine how to integrate two ideas.
To integrate two ideas.

Materials: Two words.

Activities: Write a story using the two words. Include descriptive language and imagery.

Time: 5 minutes.

Evaluation: Story.

Quadrant 4-Right Mode

Celebrate Knowledge Gained

Objective: To discuss personal story with a partner.
To determine how to integrate two ideas.
To integrate two ideas.

Materials: Story

Activities: Read stories with partners. Make suggestions and listen to the feedback.

Time: 1 hour

Evaluation: Student participation.

Afterthoughts:

Days to complete activity wheel:

Especially successful activities:

Changes to consider:

Resources

Adventures in English Literature, Literary Terms. Harcourt Brace Jovanovich, Publishers. 1989. Pages 1119-1132.

Allende, Isabel The Stories of Eva Luna Translated from the Spanish by Margaret Sayers Peden Two Words Maxwell Macmillan International, New York, 1991 pages 9-18.

Special thanks to The Pojoaque English department for providing the story and the correct pronunciation.

Special thanks to Tim and Jan and the New Zealand United Theatresports group for training that led to Gibberish.

**Two Words
Essay Questions**

Directions: Choose one of the following essay questions to help address the use of diction and imagery in Allende's *Two Words*.

1. "Belisa Crepusculario found out that words make their way in the world without a master..." How do you feel about Belisa's other choices of professions? Why do you think she really chooses to be a seller of words?
2. Many sensual images are used in the story. In what way does Belisa really have power? Does her power come from her sexuality, or from her education? How do you know?
3. Why does the Colonel become obsessed with Belisa?
4. Find three examples of descriptive imagery in the story and explain how they work to demonstrate Belisa's authority. In your explanation, include the image of the gun and describe how Allende uses it to create tension in the reader.
5. Choose a story by a United States author (Ernest Hemingway, Flannery O'Connor, Carson McCullers, J.D. Salinger, etc.). Compare his/her use of imagery and diction, particularly in dialogue, with Allende. Be sure to include which you prefer and why.

EXTRA CREDIT***

Write a story focusing on the use of imagery and diction. Include as much appropriate descriptive language as possible.

Design a poster for a possible movie of *Two Words*.

Make a collage of words that have powerful meaning for you. Include pictures.

Draw a symbol of a word that has special significance to you alone. Explain why the symbol works for you.

Gibberish

Gibberish for two is a five minute activity where two people have a personal conversation in a made up gibberish. It means nothing, but each person has an idea about what was said. They both share their idea with their partner and notice differences in opinion.

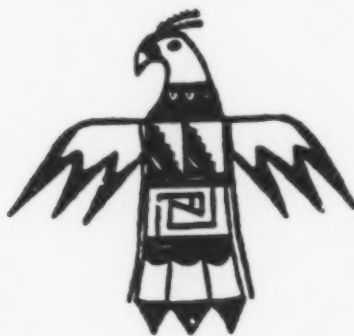
Gibberish for four involves a greater level of concentration and less risk. Two people have a conversation in gibberish, just as before. The other two people must translate the conversation line by line for the audience. Each time one of the gibberish speakers says something, that person's translator repeats the phrase in English.

Usually I give some specific direction. For instance, I'll explain that the two people are brother and sister and they are having a fight. Or, the two people have just seen the same twenty dollar bill on the ground at the same time. Or, the two people are married and this is their first trip up the Eiffle tower.

Thinking Skills

14 Signs of Intelligent Behavior for Middle School Students

designed
by
Susan Webster Read
for
Learning Approaches Research Center



Santa Fe Indian School
Santa Fe, NM
1992

SANTA FE INDIAN SCHOOL

Thinking Skills The 14 Signs of Intelligent Behavior

Preface

The 14 Signs of Intelligent Behavior unit huris students into an area not normally examined and certainly not evaluated. It is designed to promote student ability to evaluate their own behavior in terms of its consequences.

A second component includes a comparison between the Indian cultural competencies and the 14 Signs of Intelligent Behavior. Each competency will be examined and used to write a paragraph demonstrating one of the signs.

Indian perspective is used throughout the unit in the students' experience along with the higher order thinking skills. Students will be able to apply higher order thinking skills to any situation.

14 SIGNS OF INTELLIGENT BEHAVIOR

UNIT LESSON PLANS

Goals: To apply the 14 Signs of Intelligent Behavior to our daily lives and experiences.
To reflect upon past intelligent behavior and evaluate the results.

Objectives: To recognize the 14 Signs.
To compare them with the Indian Cultural Competencies.
To analyze personal experience in relation to the Signs.
To develop activities which promote the Signs.

**Developed by Susan Read at the Santa Fe Indian School Learning Approaches Research Center
Technical assistance by Mary Herrera**

The 14 Signs of Intelligent Behavior were taken from Art Costa's ideas as expressed in the article "The Search for Intelligent Life." The School as Home for the Mind. Palatine Illinois. Skylight Publishing Incorporated. 1991.

The Unit Plan is based on the 4MAT model as developed by Bernice McCarthy in The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques. 1980, 1987. 4MAT is a registered trademark of the publisher, EXCEL, Inc., 200 West Station Street, Barrington, IL 60010.

Santa Fe Indian School

4MAT Activity Plans*

Unit Thinking Skills

Concept 14 Signs of Intelligent Behavior

Developed by Susan Read for Grade 9



Indian Perspective



Visual Mode



Auditory Mode



Kinesthetic/Tactile Experiences

246

4-L Analyze Personal Application

10-minute write. How well did your game work to demonstrate the signs?

4-R Celebrate Knowledge Gained

Teach your game to the class! Play all the games several times!

3-R Personalize the Concept

In groups, develop four activities that each use three of the signs.

3-L Practice the Concept

For each sign, students will describe an experience from their pueblo that demonstrates that sign. (Use the competencies.)

1-R Create an Experience

Play the knot game. Play "Horses"

1-I Analyze the Experience

Write for ten minutes. Describe your experience of the knot game as completely as possible. (Feelings, Thoughts)

2-R Integrate Experience and Analysis

Read your 10-minute write. Replay Knot game. Play String game. Discuss similarities between the two experiences.

2-L Teach the Concept

Teach the 14 signs of intelligent behavior. (notetaking) (Warp with 3-L)

247

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The wheel is based on McCarthy, The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques, 1988, 1992.

Quadrant 1-Right Mode

Create an Experience

- Objective:** To experience a situation where group communication and flexible thinking are developed.
- Materials:** Two horses and two riders. (See resources--HORSES)
- Activities:** The Knot Game. Horses.
- Time:** 20 minutes
- Evaluation:** Participation, discussion---Group work:
Communication
Leadership Ability
Demonstrated Completion

Quadrant 1-Left Mode

Analyze the Experience

- Objective:** To reflect upon the individual's contribution to the group effort.
To recognize individual challenge.
- Materials:** Notebook
- Activities:** Write for 10 minutes without stopping--see where your mind goes. Describe your experience of the Knot game.
- Time:** 10 minutes
- Evaluation:** The description of your students' experience.

Quadrant 2-Right Mode

Integrate Experience with Analysis

- Objective:** To discover similarities and differences between games. Notice how individuals actually contribute, and how they think they contribute.
- Materials:** 30 Ten foot pieces of colored string (or spool of string, ruler, and scissors).
- Activities:** String game, replay the knot game. (Handout #1)
- Time:** 45 minutes
- Evaluation:** Discussion and participation

Quadrant 2-Left Mode

Teach the Concept

- Objective:** To take notes.
To relate information to games played.
- Materials:** Notebook (Handouts #3 and #4)

Activities: Discuss the 14 Signs one at a time, and compare with the competencies for each sign, write (describe) an experience from your personal life that demonstrates each sign.

Time: 100 minutes

Evaluation: Discussion and notebook (descriptions).

Quadrant 3-Left Mode

Practice the Concept

Objective: To apply lecture and discussion notes to a writing activity.

Materials: Notebook (Handouts #3 and #4)

Activities: For each Sign, write a description of a personal Pueblo experience that demonstrates that sign.

Time: 100 minutes

Evaluation: Descriptions in notebooks

Quadrant 3-Right Mode

Personalize the Concept

Objective: To apply at least three of the 14 Signs to a group activity.

Materials: Notebook (Handouts #3 and #4)

Activities: In four groups develop an activity (game) that uses at least three of the signs.

Time: 25 minutes

Evaluation: Play the game.

Quadrant 4-Left Mode

Analyze Personal Application

Objective: To evaluate individual contribution to the activities.
To analyze the group activities and recognize the signs.

Materials: Notebooks

Activities: 10-Minute write to determine if your game worked to demonstrate the signs.

Time: 10 minutes

Evaluation: Notebook

Quadrant 4-Right Mode

Celebrate Knowledge Gained

Objective: To evaluate student ability to use 14 signs in new situations.

Materials: Student generated

Activities: Teach your game to the class!!

Time: 40 minutes

Evaluation: Participation

Afterthoughts:

Days to complete activity wheel:

Especially successful activities:

Changes to consider:

Resources

Costa, A. "The Search for Intelligent Life." The School as Home for the Mind. Palatine, Illinois. Skylight Publishing Incorporated. Pages 19-30. 1991.

The 4MAT System Intermediate Training Seminar. EXCEL, Inc. 200 West Station Street, Barrington, IL. 60010 page 86. HORSES.

Fluegelman, Andrew ed. New Games Book New Games Foundation Staff. 1976. Doubleday.

Fluegelman, Andrew ed. More New Games. New Games Foundation Staff. 1977. Doubleday.

The Knot Game

Objectives: To develop trust.
To solve problems.
To establish group operations.

Directions: Stand in a circle. Everybody put your arms into the center of the circle and hold someone's hand. Leader--gently squeeze the hand holding your right hand. Receiver--pass the pulse. When the leader gets the pulse back again, begin untying the knot without letting go of your hands. You should be able to make either a circle or a figure eight.

The String Game

Objectives: To develop group dynamics.
To practice leadership skills.
To establish contact with peers.

Seven people attach strings to both of their feet. The leader must move all people by the strings from one end of the stage to the other pulling only one string at a time. All seven people must reach the goal at the same time.

The 14 Signs of Intelligent Behavior

1. Persistence
2. Decreasing Impulsivity
3. Listening to Others With Empathy and Understanding
4. Cooperative Thinking--Social Intelligence
5. Flexibility in Thinking
6. Metacognition--Awareness of one's own thinking
7. Striving for Accuracy and Precision
8. A Sense of Humor
9. Questioning and Problem Posing
10. Drawing on Past Knowledge and Applying It to New Situations
11. Risk Taking
12. Using all the Senses
13. Ingenuity, Originality, Insightfulness: CREATIVITY
14. Wonderment, Inquisitiveness, Curiosity, and the Enjoyment of Problem Solving--A Sense of Efficacy as a Thinker.

* Costa, A. "The Search for Intelligent Life", pages 19-31. *The School as Home for the Mind*. Palatine, Illinois Skylight Publishing Incorporated. 1991

Santa Fe Indian School Instructional & Cultural Test Competencies

Students graduating from Santa Fe Indian School will:

1. Demonstrate an understanding of his/her tribal governmental organization and structure.
2. Be able to list the advantages and disadvantages of having a constitution.
3. Understand state, federal and tribal jurisdiction issues as they relate to social, water and land rights.
4. Demonstrate an understanding of the concepts of federal trust responsibilities, tribal sovereignty and Indian self-determination.
5. Demonstrate knowledge of his/her American Indian tribal history and relate that to social, economic, political and cultural changes.
6. Demonstrate general knowledge of American Indian history.
7. Demonstrate understanding of principles related to economic development on Indian lands.
8. Demonstrate understanding of current political, social, economic, and cultural issues as they relate to American Indians.
9. Demonstrate knowledge about the geography of Indian reservations, more specifically his/her own reservation boundaries.
10. Demonstrate knowledge of the differences in cultural values between the Indian and non-Indian worlds.
11. Demonstrate understanding of the Indian perspective of major scientific concepts including plants, animals, geology, astronomy, botany, physics and chemistry.
12. Demonstrate respect for elders and Indian life styles.
13. Demonstrate understanding of critical Indian social, health and educational issues facing Native Americans (i.e. alcoholism, suicide, unemployment).
14. Compare the Arabic numeration system with their tribal numeric system (i.e. comparison of parts to whole).
15. Demonstrate the major tribal governmental positions and identify individuals holding those positions.
16. Demonstrate pride in being a Native American.
17. Demonstrate an understanding of major linguistic concepts such as sentence structure, and compare differences between Indian and non-Indian languages.
18. Demonstrate knowledge of the operations of the tribal court system.
19. Demonstrate knowledge of the major ceremonial and cultural observances of the tribe.

Example of Students' Games

END OF THE LINE

by Allison Zuni, Paul Herrera, and Cory Lucero

Our Game Is Played Like This:

1. You get a group of about 3.
2. Then each person in the group says one word until you reach the last person.
3. Then after everyone says a word the last person tries to think of a sentence using each word.
4. You may play the game several times until you want to quit.

The signs that are being used are:

- *Listening to others
- *Flexibility in thinking
- *Creativity
- *Cooperative thinking

Name That Character

By: Jackie Gutierrez & Curtis Pecos

In a group, one person thinks of a character from T.V. Then they imitate the person that they thought of, they may use words or gestures. The other group members have to guess who the character is.

Whoever guesses the character takes a turn.

STUDY SKILLS

Map and Memory Unit

Note Taking Unit

For Middle School Students



designed
by
Grace Herrera
for

Learning Approaches Research Center



Santa Fe Indian School
Santa Fe, NM
1993

SANTA FE INDIAN SCHOOL

Study Skills

Preface

The study skills unit covers skills to help aid students in all subject areas. These skills include study methods, note taking, memory strategies, test taking skills, organization, listening, and map skills. Students learn, practice, and develop strategies to achieve academic success.

Wheel One focuses on U.S. map skills and memory skills. Students learn the location of states thoroughly by using a combination of the following cognitive skills sequencing, categorization, and spatial skills; memory techniques and games. These activities are enjoyed by students and the strategies learned allow students to recognize uses to apply in other academic courses. Students enjoy the map skills lessons because the strategy of mnemonics is used to improve their memory of names and locations of states by linking the names with a rhym or associating state shapes with an object. The game used in this unit helps students to recall all state names and distinguish them from cities names.

Wheel Two focuses on note taking. Students learn the purpose of note taking as well as how to take effective notes for enhanced learning.

UNIT LESSON PLANS

Map and Memory Skills Unit

Goals: Students will learn different techniques for memory retention of names, places and locations.

Objectives: To recognize shapes and settings.
To develop memory techniques.
To analyze shapes.
To create spatial and verbal skills.

Developed by Grace Herrera at the Santa Fe Indian School Learning Approaches Research Center

Technical Assistance by Mary Herrera

Edited by Linda Lippitt

The Unit Plan is based on the 4MAT model as developed by Bernice McCarthy in The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques, 1980, 1987. 4MAT is a registered trademark of the publisher, EXCEL, Inc., 200 West Station Street, Barrington, IL 60010.

Santa Fe Indian School

4MAT Activity Plans*

Unit Study Skills
 Concept Map and Memory Skills
 Developed by Grace Herrera



Indian Perspective



Visual Mode



Auditory Mode



Kinesthetic/Tactile Experiences

4-L Analyze Personal Application

Pair up and create a list of all the states that have been visited; compare with other classmates the states that were most popular or never visited.

4-R Celebrate Knowledge Gained

Share with the class in the form of a speech a state visited and the nature of the visit.

3-R Personalize the Concept

Mark on the map key states that have been visited and a classmate has visited.

3-L Practice the Concept

Practice visual connections to memorize each state example: Michigan-the state that looks like a mitten and begins with "M".

1--R Create an Experience

Play state game; class divided into two groups.

1-L Analyze the Experience

Discuss why game questions were difficult.

2-R Integrate Experience and Analysis

Complete word search on state names.

Complete second puzzle for homework.

U.S. map to the best of their ability; then create key from a completed map for use in future activities.

2-L Teach the Concept

258

259

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The wheel is based on McCarthy, The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques, 1986.

Quadrant 1-Right Mode

Create an Experience

Objective: To recall state names verbally.

Materials: Blackboard and chalk

- Activities:**
1. Students pick numbers from one to twenty and write their choices on the board with their initial by it. Evens go into one group, odds go into another. Both groups should be equal in number. If there is an odd number one student can keep track of score on the board. Groups are seated on opposite sides of the room. Each student is paired with another student from the opposite group, but still remains seated with their original group.
 2. A coin is tossed to decide which team will answer or give questions first. The group that answers questions receives points.
 3. Group A will ask questions to their partner from group B to name a state starting say with "M". If the individual from group B guesses right, their group receives one point. The next person from group A will ask their partner from group B a similar question. This continues until everyone in group B has had a turn or the group as a whole has missed one question to strike out. No state names can be repeated or it is counted as a miss. Students keeping track of score need to keep track of states being said. A strike means it is the other groups turn to receive points in the same manner. Each group should have three rounds each and the group with the most points wins.

Time: 35 minutes

Evaluation: Participation

Quadrant 1-Left Mode

Analyze the Experience

Objective: To analyze game

Materials: None

- Activities:**
1. After the game have students discuss the following questions asked by you:
 - What states kept getting repeated?
 - What made the game hard?
 - What made it easy?
 - What would make it easier to win?
 - Should any rules be added or left out?
 2. Some of the responses students made in my class regarding the game were:
 - Not knowing all the states that start with the same letter.
 - Naming cities instead of states.
 - Trick questions like "name a state that starts with the letter B".
 - Wishing for an alphabetical list of the number of states belonging to each letter.

Time: 15 minutes

Evaluation: Participation in discussion.

Quadrant 2-Right Mode

Integrate Experience with Analysis

- Objective:** To examine individual recall of state names and locations.
- Materials:** Word Search Handout #1.
- Activities:**
1. Students will be given State Word Search Handout #1.
 2. The Word Search will have 20 state names for students to find. When students find a word, they have to determine whether its a northern, southern, or western state. They can write these terms beside the state name list.
 3. A word search with the remaining states can be assigned for home work Handout #2.
- Time:** 30-45 minutes
- Evaluation:** Completion of activity.

Quadrant 2-Left Mode

Teach the Concept

- Objective:** To examine location of states.
Students will make a map key of the United States.
- Materials:** First and second blank maps of United States Handout #3, paper, pencil, U.S. map, and note section of binder.
- Activities:**
1. Students are given their first blank map. They try to list all states by name and location. When all students are finished they are shown a correct map. Students write the number of states they got correct and determine the number they need to learn.
 2. Students copy their own map key from a book or overhead transparency and label it "KEY". After students finish key, they can alphabetize the state names and the number of states beginning with the same letter. They use their key to do this. This list can be given for home work. The list will be used to help them with the game and it can be used for a quiz. These two activities are to be kep in the note section of their binder for later use.
- Time:** 45 minutes for each activity.
- Evaluation:** Completion of the two assignments.

Quadrant 3-Left Mode

Practice the Concept

- Objective:** To identify location and names with verbal and spatial skills.
- Materials:** Individual State Shapes Handout #4 and individual map key from note section.
- Activities:** 1. Students are asked to look for a state that resembles a mitten. They find it on their handout and look up the name on their key. On their handout, they label the shape "Michigan" and write the phrase "Mitten state". Students continue looking for shapes and writing phrases given by teacher from handout #4.
- Time:** 45 minutes
- Evaluation:** Completion of activity.

Quadrant 3-Right Mode

Personalize the Concept

- Objective:** Students will make personal associations with states.
- Materials:** Map key, paper, and pencil.
- Activities:** 1. Students look over their map key and mark on their key all the states they have been to. Students then find classmates that have visited a state they've never been to and mark it on their key with the classmates name in that state.
- Time:** 15 minutes
- Evaluation:** Participation and list.

Quadrant 4-Left Mode

Analyze Personal Application

- Objective:** To analyze student map results.
- Materials:** Paper, pencil, and map key.
- Activities:** 1. Students pair up with someone and make a list of all the states they have visited. Along with their list they write two states that is near the states they've visited.
2. Students finally compare with other classmates the states that were most visited, most popular, never visited, and so on.
- Time:** 15 minutes
- Evaluation:** Participation and list.

Quadrant 4-Right Mode

Celebrate Knowledge Gained

- Objective:** To share information on states.
- Materials:** List of states visited.
- Activities:** Pairs will share with the class all the places they have visited and explain the nature of their visit. This activity will be presented in the form of a speech with time for students to prepare what they would like to present.
- Time:** 45 minutes
- Evaluation:** Speech

Afterthoughts:

Days to complete activity wheel:

Especially successful activities:

Changes to consider:

BEST COPY AVAILABLE

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264

[illegible]

265

DATE: 6/20/2008 SEARCH: 11

[The page contains faint bleed-through from the reverse side.]

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OKLAHOMA
VERMONT
OREGON
UTAH

266

UNITED STATES



Unit Study Series
Concept: Map and Memory Skills
Handout #3

267

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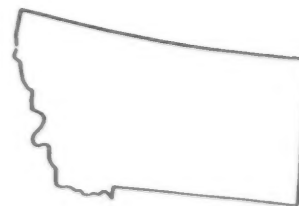
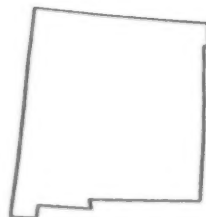
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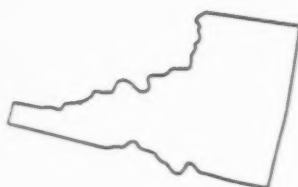
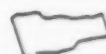
Answer Key for: STATE WORD SEARCH 11

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Unit Study Skills
Concept: Map and Memory Skills
Handout #4





UNIT LESSON PLANS

Note Taking Unit

Goals: Students will learn how to take notes to better discriminate between what is important and what is not.

Objectives: To identify key words.
To modify sentences.
To teach strategies for faster note taking.
To teach basic note taking form.

Developed by Grace Herrera at the Santa Fe Indian School Learning Approaches Research Center

Technical Assistance by Mary Herrera

Edited by Linda Lippitt

The Unit Plan is based on the 4MAT model as developed by Bernice McCarthy in The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques, 1980, 1987. 4MAT is a registered trademark of the publisher, EXCEL, Inc., 200 West Station Street, Barrington, IL 60010.

Santa Fe Indian School

4MAT Activity Plans*

Unit Study Skills
 Concept Note Taking
 Developed by Grace Herrera



Indian Perspective



Visual Mode



Auditory Mode



Kinesthetic/Tactile Experiences

274

4-R Celebrate Knowledge Gained

Give a speech on the person interviewed and the topic chosen.

4-L Analyze Personal Application

Review and organize interview notes to make a draft paper. Edit draft for a final paper.

3-R Personalize the Concept

Choose a partner to interview on a chosen topic. Both partners take turns talking about their topic while the other takes notes.

3-L Practice the Concept

Practice taking notes from a short nonfiction story.

1-R Create an Experience

Play game where students try to interpret key word phrases to get the main idea of a sentence.

1-L Analyze the Experience

Discuss difficulties with game. Why were some phrases difficult to interpret?

2-R Integrate Experience and Analysis

Translate real meanings of slang words using key words.

Explain tips on how to take notes and the purpose of note taking.

-Give examples

275

2-L Teach the Concept

*4MAT is a registered trademark of Excel, Inc., 200 W. Station St., Harrington, NJ. Used with permission. The wheel is based on McCauley, The 4MAT System: Teaching to Learning Styles with Right/Left Mode Exchanges. 1989, p. 17.

Quadrant 1-Right Mode

Create an Experience

Objective: Students will identify key words in sentences.

Materials: Note cards, magic marker, pencil, and paper.

Activities: 1. Twenty note cards will have short sentences stating an idea. Three to four sentences will be written on each card. Students form groups of two. Each partner will have two cards. One partner will choose a sentence to rewrite on paper for the other partner to guess. The sentence has to be rewritten with a minimal of words. Once the sentence meaning is guessed it is the next partner's turn. Students can keep track of the number of sentences guessed accurately. If note cards are finished by each pair, new cards can be handed out or pairs can exchange cards from other groups.

Time: 30 minutes

Evaluation: Participation

Quadrant 1-Left Mode

Analyze the Experience

Objective: Students will analyze the difficulties in communicating with minimal words.

Materials: None

Activities: 1. Students discuss what problems they had with the activity. For example, some students will complain that unnecessary words prevented them from making correct guesses. Others will remark that their partner made it easy by choosing key words and leaving out unimportant words to guess the correct statement.

Time: 15 minutes

Evaluation: Participation and discussion

Quadrant 2-Right Mode

Integrate Experience with Analysis

Objective: Students will demonstrate effective ways to shorten sentences for note taking.

Materials: Overhead projector, clear transparency, and water base marker.

Activities: 1. Sentences using slang such as "that movie on the tube last night was bad" will be written out on clear transparency with room to write under each sentence. Students view the sentence and are asked for ideas to shorten the sentence by using only key words. Remind students that a key word phrase is no longer a sentence. Students' suggestions are then written under the full length sentence on the transparency.

Time: 30 minutes

Evaluation: Participation

Quadrant 2-Left Mode

Teach the Concept

- Objective:** Students will learn strategies for note taking.
- Materials:** Handout #1 Tips For Note Taking From Text and note section of binder.
- Activities:** 1. Handout #1 Tips For Note Taking From Text will be written out on the chalk board (before class) for students to copy into their note section of their binder. After students are finished, each tip will be briefly explained. Students will keep notes in note section of binder to be checked at a later date.
- Time:** 15 minutes
- Evaluation:** Completion of notes.

Quadrant 3-Left Mode

Practice the Concept

- Objective:** Students will practice the concept of shorting sentences for paragraph note taking.
- Materials:** Overhead projector, transparency with short factual story or article and water base marker.
- Activities:** 1. Transparency with article is put on overhead projector for students to read silently. Students write on their paper the title of story and write the number of paragraphs with spaces between each paragraph. The students are asked to review paragraph one and decide on important information to copy onto their paper. Correct suggestions are written on the board or on another transparency for students to copy. Each paragraph will be completed in the same manner.
2. After students finish the paragraphs, they will be handed questions to answer using only the notes they have just written. This activity is repeated with different factual stories or articles for students to practice on their own along with questions to answer for each reading. Again they can answer the questions by using only their notes. Students who score low on their questions begin to realize what important information they left out in their notes and are more careful to decide on important information to include next time.
- Time:** 45 minutes
- Evaluation:** Accuracy and completion.

Quadrant 3-Right Mode

Personalize the Concept

Objective: To expand the concept of note taking.

Materials: Paper and pencil.

Activities: 1. Interview topics are written on small pieces of paper and put in a box. Students pair up in groups of two and each partner pulls a topic from the box. The topic that each partner chooses is intended for the other partner to discuss. As the student begins talking on the topic, the other student is trying to take notes. When topic is finished being discussed it is the other students turn.

Time: 20 minutes

Evaluation: Completion of notes.

Quadrant 4-Left Mode

Analyze Personal Application

Objective: To evaluate quality of notes.

Materials: Interview notes pencil and paper.

Activities: 1. After students finish interviewing partners, they return to their seats. Students review their notes and organize notes to be written into a speech. They cannot consult with their partners as they organize speech papers.

Time: 20 minutes

Evaluation: Speech paper

Quadrant 4-Right Mode

Celebrate Knowledge Gained

Objective: To share information learned by each other.

Materials: Speech papers

Activities: 1. Volunteers are asked to give their speech first. Students go to the front of the room and read the topic and the person interviewed to the rest of the class.

Time: 45 minutes

Evaluation: Speech

Afterthoughts:

Days to complete activity wheel:

Especially successful activities:

Changes to consider:

Resources

Benzon Nancy and Susan Rolfe. Learning How To Learn A Manual Of Study Skills Teacher's Guide. Learning Unlimited. Richardson, TX. 1987.

Fredner, Gloria. Learning To Learn Strengthening Study Skills and Brain Power. Incentine Publications, Inc., Nashville, TN. 1990.

TIPS FOR NOTE TAKING FROM TEXT

1. Learn to develop your own symbols or abbreviations for words so that you can write these words faster.
2. Remember to skip lines so that you can add additional notes if needed.
3. Write down places, dates, names and examples.
4. Only write down important information. It is not necessary to copy everything you read.
5. If you think the information could possibly be used in a test, write it down.
6. Include any causes or effects that are mentioned in the text.
7. Look up any words you do not understand.
8. When your finished taking notes, re-read your notes and make sure you understand what you've written.
9. Make sure to title and date your notes according to the topic.
10. Write down any emphasis your teacher might stress to pay close attention to.